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ABSTRACT

This report on the status of bilingual vocational training programs for adults was the result of a mandate requiring the Commissioner of Education and the Secretary of Labor to develop and disseminate information on the status of such programs in all parts of the United States and to evaluate the impact of such training on the shortages of well-trained personnel, the unemployment and underemployment of persons with limited English-speaking ability, and their ability to contribute fully to the economy of the United States. Chapter 2 summarizes the educational attainment and labor force participation of adults with non-English-speaking backgrounds. An inventory of bilingual vocational training programs for adults sponsored by the United States Office of Education and the Department of Labor and other public funds in each of the fifty states is provided in chapter 3. Chapter 4 gives a brief legislative history of the programs which have provided training for the limited-English-speaking populations. Chapter 5 consists of a brief literature review. A list of bilingual vocational training programs funded since June of 1976 is given in the appendix, as well as statistical information concerning the number and distribution of such programs by state and vocational offerings. (CLK)

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The Status of Bilingual Vocational Training

FISCAL YEAR 1976

Report of the Commissioner of Education and the Secretary of Labor to the President and to the Congress

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HEW PUBLICATION NO. (OE) 77-01703

The Status of Bilingual Vocational Training

FISCAL YEAR 1976

Report of the
Commissioner of Education
and the Secretary of Labor
to the President and
to the Congress

U.S. Department of Health, Education, and Welfare
David Mathews, *Secretary*
Virginia Y. Trotter, *Assistant Secretary for Education*
Office of Education
Edward Aguirre, *Commissioner*

U.S. Department of Labor
W. J. Usery, Jr., *Secretary*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

WASHINGTON, D.C. 20202

December 16, 1976

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

In our joint capacities as U.S. Commissioner of Education and Secretary of Labor, we are pleased to submit this report on "The Status of Bilingual Vocational Training" as required by Section 192 of the Vocational Education Act of 1963, as added by Section 841(a)(7) of Public Law 93-380.

This report includes findings from a number of sources, and provides national estimates of the educational attainment and labor force status of populations which include limited-English-speaking persons. Chapter Three is an Inventory of Bilingual Vocational Training Programs for adults sponsored by the U.S. Office of Education and the U.S. Department of Labor and other public funds in each of the 50 States. Chapter Four provides a brief legislative history of the programs which have provided training for the limited-English-speaking populations; this chapter identifies and describes the kinds of programs funded.

Faithfully yours,

Edward Aguirre
Edward Aguirre
U.S. Commissioner
of Education

W. J. Usery Jr.
W. J. Usery
Secretary of Labor

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

WASHINGTON, D.C. 20202

December 16, 1976

The Vice President
United States Senate
Washington, D.C. 20510

Dear Mr. Vice President:

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Sincerely,

Edward Aguirre

Edward Aguirre
U.S. Commissioner
of Education

W. J. Usery, Jr.
Secretary of Labor

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

WASHINGTON, D.C. 20202

December 16, 1976

Honorable Carl Albert
Speaker of the House of Representatives
Washington, D.C. 20515

Dear Mr. Speaker:

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CHAPTER ONE

INTRODUCTION AND SUMMARY

This report on the status of bilingual vocational training programs was prepared as the first response to the report mandated by Section 192 of the Vocational Education Act of 1963 as added by Section 841(a)(7) of Public Law 93-380, which requires that the Commissioner of Education and the Secretary of Labor: (1) develop and disseminate accurate information on the status of bilingual vocational training in all parts of the United States; (2) evaluate the impact of such bilingual vocational training on the shortages of well-trained personnel, the unemployment and underemployment of such persons with limited English-speaking ability, and the ability of such persons to contribute fully to the economy of the United States; and (3) report their findings annually to the President and the Congress.

The U.S. Department of Labor and the U.S. Office of Education report on several tasks which have been completed or are now in progress to meet the legislative requirements.

The Survey of Languages

Populations with limited English ability have significantly less education, generally participate in the labor market in relatively lower numbers, and have higher unemployment rates than those from English-speaking backgrounds, according to the Survey of Languages conducted by the Bureau of the Census for the National Center of Education Statistics in July 1975. The survey provides data on the social, economic, and language profiles of persons with language backgrounds other than English. While the survey does not report precise numbers of persons in the United States with limited English-speaking abilities, it does identify broad categories of such persons. In terms of these categories, data show years of school attended and labor force characteristics. The study indicates that for the total population 19 years of age or older, 9 percent have completed only the eighth grade or less. Fifty-eight percent of those whose usual language is not English report that they have completed only the eighth grade or less. The largest group, those from Spanish-speaking backgrounds, has an unemployment rate more than 5 percent greater than those from English-speaking backgrounds.

The Inventory

The Inventory of Bilingual Vocational Training Programs for Adults assesses the status and need of bilingual vocational training in all 50 States. The Inventory identifies 98 programs in 21 States for persons 16 or older who are no longer attending elementary or secondary schools. Approximately 13,000 students are enrolled at any given time in bilingual programs which provide occupational training in nearly 400 courses in seven major occupational areas. The largest area, trade and industrial, has about 170 courses in 35 different skills.

Thirty-seven (38 percent) of the programs are in California. Sixty-nine (81 percent) are in eight States: California, New York, Texas, Arizona, Pennsylvania, New Mexico, Massachusetts, and Connecticut. Most programs are offered by local education agencies, junior and community colleges, regional occupational centers, ethnic institutes, Job Corps and manpower agencies.

Authorizing Legislation

Although vocational education and manpower programs have served persons from non-English-language backgrounds for many years, the first legislation which specifically mandates persons with limited English-speaking abilities as target populations is the Education Amendments of 1974 and the Comprehensive Employment and Training Act of 1973 (CETA). Of these two Acts, only the 1974 Amendments to the Vocational Education Act (Part J) mandate bilingual vocational training. CETA, acting through local prime sponsors, can and does provide a wide range of employment and training services to the limited-English-speaking populations.

Vocational Education

State vocational agencies report that 702,243 students from Hispanic populations enrolled in vocational training programs during fiscal year 1975, but data do not indicate what percentage of this group or any other have limited English-speaking abilities. Prior to the 1974 Amendments some bilingual classes were found in some areas of high concentration where local officials hired bilingual instructors who, when necessary, used a language other than English to teach some or all of the students. These programs exist primarily in New York, California, and the southwestern States. However, the usual approach is to provide instruction in English as a second language prior to or concurrent with vocational training.

Part J, authorized under the 1974 Amendments as a categorical program for bilingual vocational training, in June 1975 funded 21 projects in nine States and Guam to train about 2,500 persons. In June 1976, 22 projects were funded in eight States to train 1,845 persons.

Employment and Training under CETA

State and local prime sponsors report about 46,200 limited-English-speaking persons as participants in 1975 in the many kinds of programs and services available under Title I--on-the-job training, classroom training, work experience, and support services. Title II, which provides for public employment programs, reports 18,200 limited-English speakers. Under the national programs funded under Title III for special groups, about 7,200 participants were reported as limited-English-speaking.

CETA can and does fund bilingual vocational programs as indicated in the Inventory. A wide variety of employment-related bilingual programs and services are provided, often under contract with local minority organizations for such services as outreach, recruitment, orientation, and job placement. In other CETA programs, prevocational and adult education (basic or remedial) are offered bilingually. Many prime sponsors have hired bilingual staff, and some neighborhood centers are staffed entirely with bilingual persons.

In recent years, Job Corps has placed increasing emphasis on ways to improve their programs for limited-English speakers. Six of the Job Corps centers, serving about 3,600 students, have occupational training programs in which many of the staff are bilingual; several other centers are now developing programs and materials to serve these limited-English-speaking populations.

Review of the Literature

An examination of the literature, evaluation reports, research, and other available data reveals some issues to be considered in providing bilingual vocational training for adults. However, few data directly relating to the results of such programs are reported.

Work in Progress

Another report is expected to include data from the Survey of Income and Education conducted by the Bureau of the Census. Data from this report, to be available in 1977, will more precisely identify the limited-English-speaking population in all 50 States. The report will provide information about an ongoing effort to determine the impact of the bilingual occupational training programs.

CHAPTER TWO

EDUCATIONAL ATTAINMENT AND LABOR FORCE PARTICIPATION OF ADULTS WITH NON-ENGLISH-SPEAKING BACKGROUNDS

Although the identification of non-English-language background groups can provide gross estimates of persons who are likely to have difficulty in speaking English, no information is available of the precise number of persons in the United States who have limited English-speaking abilities. An effort is in progress to obtain this information through the Survey of Income and Education conducted for the National Center for Education Statistics by the Bureau of the Census during the spring of 1976. The 1976 Survey does include questions which can be used to provide estimates of persons who have difficulty speaking and understanding instruction in English. Analyses from these data (to be available in 1977) will be provided as part of another report on the status of bilingual vocational training.

The present report uses parts of the Survey of Languages supplement to the Current Populations Survey (CPS), also conducted for the National Center for Education Statistics by the Bureau of the Census in July 1975 as a basis for estimating populations with a non-English-language background. The CPS is a household survey conducted monthly by the Bureau of the Census for the Bureau of Labor Statistics primarily to obtain national estimates of the labor force status of the U.S. population.

The Survey of Languages does offer a social, economic, and language profile for persons with non-English-language backgrounds. While the survey does not offer precise calculations of the numbers of limited-English-speaking persons, it does, by identifying broad categories of persons with non-English-language backgrounds, provide data to show years of school attended and labor force characteristics. These data show that persons from non-English-speaking backgrounds have significantly less education, generally participate in the labor market at a lower rate, and have higher unemployment rates than those from English-speaking backgrounds.

Approximately 42,000 households in each State and the District of Columbia responded to the questions about language. The data were collected by trained interviewers who interviewed responsible adult household members. Questions asked include those on place of birth, language spoken in the household, and the usual language spoken by

each of the individuals in the household. 1/ Results of these questions are reported as a means of estimating the size and nature of populations which contain persons with limited-English-speaking ability, and to use definitions consonant with those provided in the Bilingual Education Act.

The Bilingual Education Act provides the following definitions:

> (1) "The term 'limited English-speaking ability,' when used with reference to an individual, means--
>
> > (A) individuals who were not born in the United States or whose native language is a language other than English, and
> >
> > (B) individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner through regulations and, by reasons thereof, have difficulty speaking and understanding instruction in the English language.
>
> (2) "The term 'native language,' when used with reference to an individual of limited English-speaking ability, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child." (Section 703(a), Bilingual Education Act, Title VII, Elementary and Secondary Education Act, as amended by P.L. 93-380)

As a result, the Survey of Languages identified persons of non-English-language background as those who had one or more characteristics concerning non-English-language background: birth outside the United States, usual language spoken is not English, and the use of a non-English language in the household, either as a primary or secondary language. All persons in this report are limited to those 14 and older. Survey data by sex was not available at the time the report was prepared.

Limited English-Speaking Ability

It should be emphasized that these characteristics do not necessarily indicate limited English-speaking ability. For instance, some foreign-born persons come from countries where the dominant language is English, while other foreign-born persons may have learned English before moving to the United States. Also, a non-English language may be the primary language in the household for reasons other than an inability of most household members to speak English.

1/ Usual individual language was obtained only when a language other than English was spoken in the household as a first or second language.

Though this report cannot provide precise estimates of the number of persons in the United States who have difficulty speaking and understanding instruction in English, it can establish the broad population subgroups of which persons with limited English-speaking abilities are a part. Two gross estimates of non-English-language background are provided: (a) the total number of persons in households where a language other than English is spoken either as a first or second language and other persons who are foreign-born (see Table I); (b) the number of persons for whom the usual household or individual language is not English or additional persons who are foreign-born (see Table II).

Table I

Persons In Households Where A Language Other Than English Is Spoken As A First Or Second Language And Other Persons Who Are Foreign-Born, Age 14 And Over, In The United States

Categories	Number of Persons
A. Persons who usually speak a language other than English	5,474,000
B. Persons (other than the above) who live in households where the usual household language is not English	1,052,000
C. Persons (other than A and B) who live in households where the usual household language is English, but another language is spoken	12,911,000
D. All others who are foreign born or whose usual household or individual language is not English	208,000
E. Additional foreign-born persons	3,041,000
F. Persons for whom the usual household and individual language were not reported but who live in a household where a non-English language is spoken and who are native born	614,000
Total	23,300,000

Table II

Persons For Whom The Usual Or Individual Household Language Is Not English Or Additional Persons Who Are Foreign-Born, Age 14 And Over, In The United States

Categories	Number of Persons
G. Persons who usually speak a language other than English	5,474,000
H. Persons (other than the above) who live in households where the usual language is not English	1,052,000
I. Foreign-born persons not included in G and H	5,981,000
J. All others for whom a non-English language is the usual household language or who are foreign-born	208,000
TOTAL	12,715,000

Years of School Completed

Other information available from the CPS study is that relating to years of school completed, shown in Table III. For the total population, aged 19 or older, 19 percent have completed only eighth grade or less. From the foreign-born or those with non-English household or individual language, 40 percent have completed only eighth grade or less and for persons with non-English as their usual language, 58 percent have completed only the eighth grade or less.

Table III

Years Of School Completed By Persons Aged 19 And Older, In The United States, By Language Background, July 1975

	Years of School Completed					
	Total	No school	Less than 8th grade	8th grade	1-3 years of high school	High school
Total Population aged 19+ 1/	100%	1%	9%	9%	15%	38%
Persons who usually speak English	100%	1%	8%	9%	15%	38%
Persons who usually speak other languages	100%	9%	36%	13%	12%	17%
Foreign-born persons and persons with non-English usual household or individual languages	100%	5%	22%	13%	12%	26%

1/ More than 100% because of rounding.

Table III

s Of School Completed By Persons Aged 19 And Older,
he United States, By Language Background, July 1975

	Years of School Completed					
Total	No school	Less than 8th grade	8th grade	1-3 years of high school	High school	Some college
100%	1%	9%	9%	15%	38%	29%
100%	1%	8%	9%	15%	38%	29%
100%	9%	36%	13%	12%	17%	13%
100%	5%	22%	13%	12%	26%	22%

ecause of rounding.

Years of school attained by the population varies by age. The younger the person, the more likely that he or she has completed high school. However, even for the youngest groups, persons with non-English-language backgrounds have significantly less education than those from English environments (see Table IV).

Table IV

Percentages Of Persons Aged 19 And Older Who Have Completed The Equivalent Of High School Or Better, By Age Group July 1975

	Total	19-25	26-50	51+
Persons who usually speak English	68%	85%	76%	48%
Persons who usually speak other languages	30%	44%	34%	20%
Foreign-born persons and persons with non-English the usual household or individual language	48%	67%	56%	34%

Labor Force Participation and Unemployment

According to the Survey of Languages, about two-thirds of the entire U.S. population of labor force age is in the labor force. The labor force participation for the non-English-language background groups, however, is lower than for other groups.

For example, using the broad definition of persons, aged 14 and over with non-English-language background, the Survey of Languages identifies persons from all non-English-language backgrounds according to language. Of the 23,300,000 in this group, 7,261,000 or 31.2 percent are from a Spanish-language background. The next largest non-English group, Italian, represents about 10.4 percent of the total. About 1,308,000 or 5.6 percent are from selected Asian-language backgrounds (Chinese, Filipino, Japanese, or Korean).

Table V shows that persons living in households where the usual household language is not English generally participate in the labor force at a lower rate and have higher unemployment rates than persons living in households where the usual language is English. The lower rates of labor force participation are probably attributable

to a combination of economic and cultural factors. However, of those who are looking for work, the unemployment rate for persons living in households in which Spanish is the usual language is over 5 percentage points above the unemployment rate for persons from households where English is the only language. Unemployment for the Italian-language group is 2 percentage points higher than those with English-language background. The selected Asian group varies widely according to specific language. The Filipinos have the highest unemployment rates, similar to that of the Spanish speaking. The employment rate among Chinese speakers is lower than the English group, and the unemployment for those of Japanese-language backgrounds is reported as nonexistent.

Tables VI and VII show the number of persons with non-English-language backgrounds, using the broad and narrow definitions by selected age groups.

In summary, preliminary data from the Survey of Language indicates a sizeable number of persons of labor market age are from non-English speaking backgrounds and have had limited schooling either in the United States or in their native country. The largest group, those from Spanish language backgrounds, appears to have severe unemployment problems.

Table V

Labor Force Characteristics Of Individuals, 14 And Older, By Usual Household Language, In The United States, July 1975

Usual household language	Labor force participation rate (%)	Unemployment rate (%)
English	61.6	8.8
All non-English languages	54.8	11.5
Selected European languages:		
French	43.3	1.7
German	58.1	6.7
Greek	65.1	10.7
Italian	44.8	10.6
Portuguese	57.5	9.2
Spanish	56.1	13.7
Selected Asian languages:		
Chinese	55.3	5.4
Filipino	67.0	13.8
Japanese	49.5	(1/)
Korean	65.9	1.7
Other	53.6	10.5

1/ Less than 0.5 percent.

Table VI

Persons in households where languages other than English are spoken, including persons bor outside the United States, and foreign born persons not included in this group, by languag background and age group: United States, July 1975

Household language background	Total	By selected age group (in thousands) 14-18	19-25	26-50	51 and over
Total persons	23,300**	2,795	3,304	9,089	8,113
Selected European languages:					
French	1,873	278	303	678	614
German	1,890	210	205	703	771
Greek	396	*	52	173	123
Italian	2,430	260	285	765	1,120
Portuguese	285	*	*	128	105
Spanish	7,260	1,161	1,357	3,427	1,316
Selected Asian languages:					
Chinese	448	56	76	208	108
Filipino	271	*	*	141	61
Japanese	418	*	63	196	115
Korean	171	*	*	113	*
Other:	4,819	436	566	1,562	2,251
Foreign-born in English speaking households or with language background undetermined	3,041	213	332	996	1,502

*Less than an estimated 50,000 persons.

**Detail may not add to total because of rounding.

Table VI

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Table VII

Persons whose usual household language is not English or whose usual individual language
English, including persons born outside the United States, and foreign born persons not
in these groups, by language background and age group: United States, July 1975

Household language background	Total	By selected age group (in thousands)			
		14-18	19-25	26-50	51 and over
Total persons 1/	12,715	1,114	1,540	5,145	4,912
Selected European languages					
French	571	(2)	70	192	263
German	694	(2)	53	269	342
Greek	213	(2)	(2)	93	88
Italian	892	(2)	56	257	541
Portuguese	156	(2)	(2)	78	50
Spanish	4,300	586	706	2,092	916
Selected Asian languages					
Chinese	357	(2)	62	161	101
Filipino	231	(2)	(2)	120	61
Japanese	190	(2)	(2)	103	64
Korean	125	(2)	(2)	78	(2)
Other	1,895	82	180	702	931
Foreign born and others whose language background is not determined	090	216	338	1,002	1,533

1/ Detail may not add to t[illegible]s because of rounding.

2/ Less than an estimated 50,000 persons.

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CHAPTER THREE

INVENTORY OF BILINGUAL VOCATIONAL TRAINING FOR ADULTS

This chapter discusses The Inventory of Bilingual Vocational Training Programs for Adults 16 or older who are no longer attending elementary or secondary schools. The Inventory was conducted under contract by the U.S. Office of Education with the co-sponsorship of the Employment and Training Administration of the U.S. Department of Labor. It was prepared in response to the legislative mandate to report on the status of bilingual vocational training in all 50 States.

Ninety-eight programs were identified in 21 States with enrollments which vary greatly from one program to another, but total enrollments for the 98 programs were estimated to be about 13,000 at any given time. Thirty-seven programs (38 percent) were located in California; New York had 14; Texas, Arizona, and Massachusetts, six each; Connecticut, four; and Pennsylvania and New Mexico, three each. Therefore, eight States had 81 percent of all programs.

State Education administrators from all States were asked to respond on the status of bilingual vocational education for their State as the Act requires. The status and need of bilingual vocational training is indicated for each State in the Inventory.

Forty-five (46 percent) of the programs had open-entry components, which means that students could enroll for training on any Monday or when they were referred. Some programs had occupational classes with both open-entry classes and classes with specified starting and ending periods.

The programs identified were sponsored by public school districts (23) junior or community colleges (30) regional occupational centers (11) ethnic institutes (9) manpower organizations (6) Job Corps (6), and government agencies (20). Programs were also sponsored by State departments of Education, 4-year colleges, and other organizations. Some were sponsored by more than one organization.

Eighty-three programs (87 percent) enrolled Spanish-speaking persons. Twenty-two (21 percent) had multi-lingual programs which included students from various language backgrounds enrolling in different classes within the same program or students from more than one language background in the same class.

Further information about the target populations and program characteristics are shown in Appendix Table I: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, by State.

Vocational offerings included about 370 courses in seven major occupational areas: agriculture, distributive, health, office occupations, home economics and child care, technical occupations,

and trade and industrial. The largest included about 170 courses in 35 different skills. Detailed listings are provided in Appendix Table II: Distribution of Bilingual Vocational Training Programs, by State and Vocational Offerings.

Survey data for compiling the Inventory were collected during the last 4 months of calendar year 1975. Programs included in the inventory were in existence during that period or were planned and funded to begin in 1976.

Criteria For Inventory

Criteria developed for selecting programs to be included in the Inventory are based on the provisions of Part J of the Educational Amendments of 1974, Part J regulations prepared by the U.S. Office of Education for funding and operating bilingual vocational training programs, and discussions with program administrators in the Office of Education. The criteria are:

1. The program is supported, at least in part, by public funds.

2. The population served is limited in English-speaking ability.

3. Those served are at least 16 years of age.

4. Those served are not presently in traditional elementary or secondary schools. They may be graduates, drop-outs, or may have never entered school.

5. The training given is skills training for gainful employment.

6. The skills training is provided on a group basis.

7. The skills training is sub-professional in preparation for skilled, semi-skilled, or para-professional occupations.

8. The skills training is conducted in a non-English language as well as English either through bilingual instructors or translators.

9. English-language training is provided, either in conjunction with skills training or in separate classes, for the purposes of enabling trainees both to speak and understand job-specific English and to communicate effectively with English-speaking supervisors, other employees, and (where applicable) customers.

The criteria includes nationally funded Part J programs and several Job Corp centers but eliminates a large number of existing programs. The above definition excludes, for instance, programs which offer English-as-a-second-language courses either before or along with skills training in English. These are not included in the Inventory since vocational training is in English. The criteria also exclude programs which train individuals who are already bilingual upon entering the program, as well as programs which train English-speaking persons to work with limited-English-speaking populations. The most common programs of this latter type provide training in secretarial, teacher aide, and health aide occupations for English-speaking or bilingual persons so that they may work with supervisors, co-workers, and populations of limited English-speaking ability.

Programs offering only the following types of activities, even if conducted bilingually, were excluded because they do not provide vocational training: basic or remedial education, pre-vocational training, cultural awareness and enrichment, job orientation, job placement, outreach and referral, aptitude testing and assessment, and counseling. (These types of activities often are also provided as supportive services by bilingual training programs either directly or by referral.)

How The Inventory Was Developed

The information included in the Inventory was obtained in person or by telephone by administering a questionnaire to staff of the 10 Regional Offices of both the U.S. Department of Labor and the U.S. Office of Education and to officials of the 50 State Education Agencies. In a few States in which the delivery of vocational services is decentralized, it was necessary to contact some local administrators who were suggested by State officials. Interviews and discussions were held with approximately 200 officials of USDOL and USOE in the Federal Regional Offices, and more than 200 State Education Agency officials were contacted during the survey.

The Inventory of programs reflects with reasonable accuracy the status of bilingual vocational training in the United States. It documents all programs known to the State Vocational Education officials contacted in each State. In several States, these officials contacted other State agencies and local administrators to verify the existence or nonexistence of bilingual vocational training programs. In California, New York and Texas the magnitude, diversity, and decentralization of training programs and bilingual activity are so extensive that it is not possible to be sure that all programs were located. For example, some adult evening vocational programs have bilingual instructors who may use non-English with some or all of the students.

Notes For Program Inventory Descriptions

The inventory and program descriptions were current as of the beginning of calendar 1976. The following explanation may be useful to decode the Inventory listings.

1. Some programs have multiple sponsors and as many sponsors are listed as necessary to identify the program. All satellite locations where training is provided are not listed; these often change according to need.

2. Target groups refer to language groups. The Spanish language group is identified by four areas of origin: Mexican, Puerto Rican, Cuban, and South American.

3. Occupational areas listed comprise the instructional offerings at the time the inventory was completed. Instructional areas change according to local need.

4. The duration of training is identified for each occupational offering when reported. The information regarding cycles of training classes is on an annual basis. "Three cycles," for example, indicates that the class is conducted three times a year. The term "closed-entry" indicates that there is an enrollment period and an ending date for the training, and trainees are accepted only at designated periods. "Open-entry" means trainees are accepted continuosuly.

5. The total number of trainees enrolled at a time is a fairly accurate figure for each program if all classes are operating. At any given time, however, some classes may be between cycles or sessions. Other classes are always open, and students may enroll and leave as they wish.

6. "Predominant language of instruction" refers to the language used in vocational skills training. Some programs have the prime objective of increasing the amount of English used in the non-English classroom as the trainee progresses in his/her understanding. There are other instances when programs and classes accept students with varying proficiency in English, and the classes are conducted primarily in English with translations as necessary. The precise extent of the use of each language is not known.

7. Programs offer training in English language skills through a variety of methods in class and in supplementary classes which re-inforce the English the students learn during their occupational training program. Supplementary

programs may include English-as-a-second-language classes, tutoring, or some combination of these. Several programs apparently have as their objectives the development of general language usage; others, often short-term programs, emphasize job-related terminology which will help the students learn English names for the tools, the equipment, or the basic English phrases and sentences which are related to their occupational skills.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
ALABAMA						
State officials report that the State of Alabama has only a very small number of limited English speaking persons, and therefore no real need ex... Bilingual Vocational Training (BVT). No BVT programs were located.						
ALASKA						
State officials report that there are presently no accurate data available on the number of persons in the state who are monolingual (in a non-E... language) or whose fluency in English is not sufficient for advanced technical training; as a part of their statewide bilingual education progra... however, they are in the process of identifying those secondary school students and out of school adults who could benifit from BVT.						
ARIZONA						
Phoenix Job Corps Phoenix, Ariz.	Phoenix, Ariz.	Mexican	Carpentry Painting Plastering Bricklaying Cement masonry Auto mechanics Clerical/business cluster Health occupation cluster Electronics, et al.	Duration varies depending on course and student	350	English
Arizona Western College (Needletrades Skill Center) Yuma, Ariz.	Yuma, Ariz.	Mexican	Power sewing	8-10 wks. (Multi-cycle; Open entry)	10-15	Spanish

) tion	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		ALABAMA				
tate of Alabama has only a very small number of limited English speaking persons, and therefore no real need exists for T). No BVT programs were located.						
		ALASKA				
are presently no accurate data available on the number of persons in the state who are monolingual (in a non-English lish is not sufficient for advanced technical training; as a part of their statewide bilingual education program, of identifying those secondary school students and out of school adults who could benifit from BVT.						
		ARIZONA				
Iz.	Mexican	Carpentry Painting Plastering Bricklaying Cement masonry Auto mechanics Clerical/business cluster Health occupation cluster Electronics, et al.	Duration varies depending on course and student	350	English	ESL (general usage)
	Mexican	Power sewing	8-10 wks. (Multi-cycle; Open entry)	10-15	Spanish	In skills classes & ESL, Job specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			ARIZONA (Cont'd)				
Pinal County Community College District/Gila River Skills Center/State Dept. of Education Sacaton, Ariz.	Sacaton, Ariz.	Mexican	Needletrades	6 wks. (multi-cycle; Open entry)	18	Spanish	
Nogales School District #1/State Dept. of Education Nogales, Ariz.	Nogales, Ariz.	Mexican	Needletrades	3-6 wks. (Multi-cycle; Open entry)	15-20	English	
Project SER (Service, Employment, and Redevelopment) Tucson, Ariz.	Tucson, Ariz.	Mexican	Clerical cluster Typing Bookkeeping Job preparation Office machines Office filing Auto mechanics	7-12 wks. (Open entry) 4 mo. (Open entry)	12	English	
Pima College Tucson, Ariz.	Tucson, Ariz.	Mexican	Machine shop Electronics Auto mechanics Secretarial cluster Drafting Small business	Offered by semesters (Closed entry)	145	Spanish	
			ARKANSAS				
The State Department of Education has recently become involved in bilingual education for Vietnamese, especially in the area of adult basic edu of these programs is vocationally oriented, however.							

	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		ARIZONA (Cont'd)				
	Mexican	Needletrades	6 wks. (multi-cycle; Open entry)	18	Spanish	In skills classes
	Mexican	Needletrades	3-6 wks. (Multi-cycle; Open entry)	15-20	English	In skills classes
	Mexican	Clerical cluster Typing Bookkeeping Job preparation Office machines Office filing Auto mechanics	7-12 wks. (Open entry) 4 mo. (Open entry)	12	English	ESL (general usage)
	Mexican	Machine shop Electronics Auto mechanics Secretarial cluster Drafting Small business	Offered by semesters (Closed entry)	145	Spanish	In skills classes & ESL (general usage)
		ARKANSAS				

...s recently become involved in bilingual education for Vietnamese, especially in the area of adult basic education. None ...riented, however.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
			CALIFORNIA			
Cheffey College Skills Center and Subsidiaries	Alta Loma, Calif.	Mexican	Air conditioning repair Auto mechanics Power sewing	No set duration- varies depending upon student and course (Open entry)	65-75	Spanish
Calexico Unified School District Calexico, Calif.	Calexico, Calif.	Mexican	Business machines Typing	No set duration (Open entry)	15	Spanish
Sweetwater School District/Sweetwater Regional Occupational Program (ROP) Chula Vista, Calif.	Chula Vista, Calif.	Mexican	Auto mechanics Welding Power sewing Cosmetology Teller/bookkeeping machines	1 yr. 6-8 mo. 6 wks. 40 wks. 18 wks. (Multi-cycle; Open entry)	250+	English
Southwestern Community College Chula Vista, Calif.	Chula Vista, Calif.	Mexican	Secretarial Office procedures	2 yrs. 2 yrs. (Closed entry)	60	English
San Diego Community College District San Diego, Calif.	Three locations in San Diego, Calif.	Mexican	Multi-occupational courses planned to begin in Spring, 1976	1-2 yrs.	No enrollments yet	Spanish or English; will vary according to course
CETA/San Diego Community College Adult Skills Center San Diego, Calif.	City Skills Center San Diego, Calif.	Mexican	Auto body Shipfitting	20 wks. 20 wks. (3 cycles; Open entry)	45-50	English

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		CALIFORNIA			
Mexican	Air conditioning repair Auto mechanics Power sewing	No set duration- varies depending upon student and course (Open entry)	65-75	Spanish	In skills classes
Mexican	Business machines Typing	No set duration (Open entry)	15	Spanish	In skills classes
Mexican	Auto mechanics Welding Power sewing Cosmetology Teller/bookkeeping machines	1 yr. 6-8 mo. 6 wks. 40 wks. 18 wks. (Multi-cycle; Open entry)	250+	English	ESL (general usage)
Mexican	Secretarial Office procedures	2 yrs. 2 yrs. (Closed entry)	60	English	ESL (general usage)
Mexican	Multi-occupational courses planned to begin in Spring. 1976	1-2 yrs.	No enrollments yet	Spanish or English; will vary according to course	In skills classes & ESL (general usage)
Mexican	Auto body Shipfitting	20 wks. 20 wks. (3 cycles; Open entry)	45-50	English	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
			CALIFORNIA (cont'd)			
San Bernardino Community College San Bernardino, Calif.	San Bernardino, Calif.	All Spanish speaking	Clerical cluster	1 yr. (Closed entry)	24	English
CETA/Imperial County Board of Supervisors/ Imperial County Regional Occupational Program (ROP) El Centro, Calif.	Farms throughout Imperial County, Calif.	Mexican	Agricultural power machinery operation	26 wks. (Open entry)	20	English
North Orange County Regional Occupational Program (ROP) Anaheim, Calif.	Anaheim, Calif.	Mexican	Bilingual aide Office skills Medical assistant Machine shop Retailing	2-6 mo. (Open entry)	200	Spanish
CETA/Glendale Community College Glendale, Calif.	Glendale, Calif.	Mexican Cuban & Chinese	Machine shop Typing Multi-occupational	6 wks. (Machine shop closed entry; others open entry)	95	(Spanish for typing; English for others)
Compton United School District Compton, Calif.	Compton Adult School Compton, Calif.	Mexican, Cuban & South American	Welding Sewing Upholstery	6 mo. (2 cycles; Open entry)	75	Spanish
United Community Efforts, Inc. Los Angeles, Calif.	Los Angeles, Calif.	Mexican	Radio-TV repair Printing Machine shop Welding Hospital ward clerk General clerical	25 wks. (Open entry)	240	English

ion	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		CALIFORNIA (cont'd)				
no,	All Spanish speaking	Clerical cluster	1 yr. (Closed entry)	24	English	ESL (general usage)
h- f.	Mexican	Agricultural power machinery operation	26 wks. (Open entry)	20	English	In skills classes
f.	Mexican	Bilingual aide Office skills Medical assistant Machine shop Retailing	2-6 mo. (Open entry)	200	Spanish	In skills classes
lf.	Mexican Cuban & Chinese	Machine shop Typing Multi-occupational	6 wks. (Machine shop closed entry; others open entry)	95	(Spanish for typing; English for others)	In skills classes
f.	Mexican, Cuban & South American	Welding Sewing Upholstery	6 mo. (2 cycles; Open entry)	75	Spanish	In skills classes
	Mexican	Radio-TV repair Printing Machine shop Welding Hospital ward clerk General clerical	25 wks. (Open entry)	240	English	ESL (job specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
			CALIFORNIA (Cont'd)			
Rio Hondo Community College Whittier, Calif.	Whittier, Calif.	Mexican	Teacher aide	2 yrs.	50-75	Spanish
Central County Regional Occupational Program (ROP) East Orange, Calif.	East Orange, Calif.	Mexican	Business education	1 semester (2 cycles; Closed entry)	30	English
Rancho Santiago Community College District Santa Ana, Calif.	Santa Ana College Santa Ana, Calif.	Mexican, Korean, Chinese, Vietnamese, Japanese & Polynesian	Typing/office machines Shorthand Auto mechanics Small engine repair Electronic assembly TV repair	11-48 wks. (Open entry)	90-270	English
Santa Ana Unified School District/ Orange County Regional Occupational Program (ROP) Santa Ana, Calif.	Santa Ana, Calif.	Mexican & Vietnamese	Dental cluster Electronics (other occupational areas planned)	Planned on semester basis (Closed entry)	No enrollments yet	Spanish & Vietnamese
Riverside County Regional Occupational Program (ROP)/ American Auto Parts Systems, Inc. Riverside, Calif.	American Auto Parts, Systems, Inc. Riverside, California	Vietnamese	Warehousing	18 wks. (2 cycles; Open entry)	14	English
Riverside County Regional Occupational Program (ROP) Riverside, Calif.	Riverside, Calif.	Vietnamese	Auto mechanics	18 wks. (2 cycles; Open entry)	17	English

...) ...ction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
		CALIFORNIA (Cont'd)				
...Calif.	Mexican	Teacher aide	2 yrs.	50-75	Spanish	ESL (general usage)
...	Mexican	Business education	1 semester (2 cycles; Closed entry)	30	English	In skills classes
...College ...Calif.	Mexican, Korean, Chinese, Vietnamese, Japanese & Polynesian	Typing/office machines Shorthand Auto mechanics Small engine repair Electronic assembly TV repair	11-48 wks. (Open entry)	90-270	English	In skills classes & ESL (general usage or job-specific; varies by course)
...Calif.	Mexican & Vietnamese	Dental cluster Electronics (other occupational areas planned)	Planned on semester basis (Closed entry)	No enrollments yet	Spanish & Vietnamese	In skills classes
...ide,	Vietnamese	Warehousing	18 wks. (2 cycles; Open entry)	14	English	Tutoring, by referral
...Calif.	Vietnamese	Auto mechanics	18 wks. (2 cycles; Open entry)	17	English	ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pro For Eng Lan Tra
			CALIFORNIA (Cont'd)				
Artesia-Bellflower-Cerritos (ABC) School District Cerritos, Calif.	Cerritos, Calif.	Mexican, Filipino & Chinese	Offset printing	6 mo. (Open entry).	80-100	English	In c ES u
CETA/Artesia-Bellflower-Cerritos (ABC) School District, Adult Division Cerritos, Calif.	Cerritos, Calif.	All Spanish speaking, Vietnamese, Arabic, Samoan & Jamaican	General office Typing Medical receptionist Dental receptionist Keypunch	6-18 mo. (Open entry)	180	English	E
Los Angeles Harbor College Wilmington, Calif. (Part J)	Wilmington, Calif.	All Spanish speaking, Filipino & Samoan	Business data processing Business education Drafting Industrial arts Tool manufacturing Engineering Management	20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. (Closed entry)	No enrollments yet	English	E
University of Calif. at Los Angeles, Extension Division, Continuing Education in Dentistry Los Angeles, Calif. (Part J)	On UCLA Campus and East Los Angeles, Calif.	Mexican, Cuban, South American, Portuguese, Vietnamese, Russian & Armenian	Dental cluster	36 wks. (Closed entry)	50	English	E
Ventura County Regional Occupational Program (ROP) Oxnard Air Force Base, Calif.	Oxnard, Calif.	Mexican	Auto body repair	36 wks. (Closed entry)	72	English	

	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		CALIFORNIA (Cont'd)				
lf.	Mexican, Filipino & Chinese	Offset printing	6 mo. (Open entry).	80-100	English	In skills classes & ESL (general usage)
lf.	All Spanish speaking, Vietnamese, Arabic, Samoan & Jamaican	General office Typing Medical receptionist Dental receptionist Keypunch	6-18 mo. (Open entry)	180	English	ESL (general usage)
	All Spanish speaking, Filipino & Samoan	Business data processing Business education Drafting Industrial arts Tool manufacturing Engineering Management	20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. 20 wks. (Closed entry)	No enrollments yet	English	ESL (job-specific)
s	Mexican, Cuban, South American, Portuguese, Vietnamese, Russian & Armenian	Dental cluster	36 wks. (Closed entry)	50	English	ESL (general usage)
.	Mexican	Auto body repair	36 wks. (Closed entry)	72	English	In skills classes

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pro For Eng Lan Tra
			CALIFORNIA (cont'd)				
CETA/Ventura County Community College Ventura, Calif.	Ventura, Calif.	Mexican	Mechanical cluster Clerical cluster Instructional aide cluster Retail merchandising Mechanical drafting Truck driving Nursing	1 yr. (Open entry, in most cases)	120	Spanish	In cl ES sp
De Anza Community College Cupertino, Calif. (Part J)	Cupertino, Calif.	Mexican & Chinese for teacher aide and assistant training; Mexican for others	Teacher aide Teacher assistant Clerk-typist Accounting aide Nursery (planned)	2 yrs. 1½ yrs. 1 yr. 1 yr. NA (Closed entry)	130	Spanish or Chinese	In cl ES us
Metro Adult Schools San Jose, Calif.	San Jose, Calif.	Mexican	Machinist Welding Dry cleaning Electronics	2 semesters 1½ semesters 18 wks. 108-216 hrs. (Open entry)	155	Spanish	ES us
San Jose Regional Vocational Center (Metro Adult Program) San Jose, Calif.	Various high schools throughout San Jose and Santa Clara County, Calif.	Mexican	Building maintenance	8 wks. (Multi-cycle; Open entry)	20	Spanish	In c E u

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	CALIFORNIA (cont'd)				
Mexican	Mechanical cluster Clerical cluster Instructional aide cluster Retail merchandising Mechanical drafting Truck driving Nursing	1 yr. (Open entry, in most cases)	120	Spanish	In skills classes & ESL (job-specific)
f. Mexican & Chinese for teacher aide and assistant training; Mexican for others	Teacher aide Teacher assistant Clerk-typist Accounting aide Nursery (planned)	2 yrs. 1½ yrs. 1 yr. 1 yr. NA (Closed entry)	130	Spanish or Chinese	In skills classes & ESL (general usage)
f. Mexican	Machinist Welding Dry cleaning Electronics	2 semesters 1½ semesters 18 wks. 108-216 hrs. (Open entry)	155	Spanish	ESL (general usage)
Mexican	Building maintenance	8 wks. (Multi-cycle; Open entry)	20	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pro For Eng Lan Tra
			CALIFORNIA (cont'd)				
Job Corps San Jose, Calif.	San Jose, Calif.	Mexican & Chinese	Welding Auto repair Building maintenance Secretarial/clerical Cooking Medical Assistant Porter Drafting Electronics Major appliance repair	Varies greatly for all; Open entry	240	English	ESL us
Dos Palos High School District/West San Joaquin Regional Occupational Program (ROP) Dos Palos, Calif.	High school & college buildings throughout Fresno, King and Merced Counties	Mexican	Smog control & engine tuneup Welding Small engine repair Diesel technology Heavy equipment operation, maintenance & repair Commercial horticulture Supervision & foremanship Truck driving Catfish farm management Motorcycle repair Farm equipment service & operation Landscape design Carpentry Entymology Farm equipment operation & repair	1 semester 1 semester 1 semester 4 semesters 2 semesters 1 yr. 8 wks. 74 hrs. 18 wks. 18 wks. 40 hrs. 18 wks. 18 wks. 24 hrs. 24 hrs. 24 hrs. (Closed entry)	250-270	English	In ci ES us

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	CALIFORNIA (cont'd)				
Mexican & Chinese	Welding Auto repair Building maintenance Secretarial/clerical Cooking Medical Assistant Porter Drafting Electronics Major appliance repair	Varies greatly for all; Open entry	240	English	ESL (general usage)
Mexican	Smog control & engine tuneup Welding Small engine repair Diesel technology Heavy equipment operation, maintenance & repair Commercial horticulture Supervision & foremanship Truck driving Catfish farm management Motorcycle repair Farm equipment service & operation Landscape design Carpentry Entymology Farm equipment operation & repair	1 semester 1 semester 1 semester 4 semesters 2 semesters 1 yr. 8 wks. 74 hrs. 18 wks. 18 wks. 40 hrs. 18 wks. 18 wks. 24 hrs. 24 hrs. 24 hrs. (Closed entry)	250-270	English	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			CALIFORNIA (cont'd)				
State Center Community College District Reedley College Reedley, Calif.	Reedley, Calif.	Mexican	Welding Ornamental iron work Blueprint reading Auto body Auto upholstery Office occupations Auto mechanics	5 mo. 5-6 mo. 5 mo. 6 mo. 6 mo. 6 mo. 6 mo. (Open entry)	193	Spanish	In c
Modesto Junior College Modesto, Calif. (Part J)	Modesto, Calif.	Mexican	Typing Accounting	16 wks. (Closed entry)	45	English	In c E s
Stockton Unified School District/ Woodruff Regional Occupational Program Stockton, Calif. (Part J)	Stockton, Calif.	Mexican, Filipino & Chinese	Business careers Business machine repair Auto technology Cosmetology	52 wks. 52 wks. 52 wks. 78 wks. (Open entry)	50	English	In c E s
Ohlone College Fremont, Calif.	Fremont, Calif.	Spanish & Chinese	Bank teller	3-9 mo. (Open entry)	60	Spanish or Chinese	In c E s
Mission Language & Vocational School San Francisco, Calif.	San Francisco, Calif.	All Spanish speaking and Filipino	Secretarial cluster Typing Clerical cluster Cashier	52 wks. continuously running 16 wks. 6 wks. (All open entry except Clerical)	500	Spanish or English or both, alternating	In c E s

	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
		CALIFORNIA (cont'd)				
	Mexican	Welding Ornamental iron work Blueprint reading Auto body Auto upholstery Office occupations Auto mechanics	5 mo. 5-6 mo. 5 mo. 6 mo. 6 mo. 6 mo. 6 mo. (Open entry)	193	Spanish	In skills classes
	Mexican	Typing Accounting	16 wks. (Closed entry)	45	English	In skills classes & ESL (general usage)
	Mexican, Filipino & Chinese	Business careers Business machine repair Auto technology Cosmetology	52 wks. 52 wks. 52 wks. 78 wks. (Open entry)	50	English	In skills classes & ESL (job-specific)
	Spanish & Chinese	Bank teller	3-9 mo. (Open entry)	60	Spanish or Chinese	In skills classes & ESL (general usage)
	All Spanish speaking and Filipino	Secretarial cluster Typing Clerical cluster Cashier	52 wks. continuously running 16 wks. 6 wks. (All open entry except Clerical)	500	Spanish or English or both, alternating	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			CALIFORNIA (cont'd)				
CETA/San Francisco Community College District San Francisco, Calif.	San Francisco, Calif.	Korean	Clerical cluster	20 wks. (3 cycles; Closed entry)	20	Korean	ESL us
		Filipino	Clerical cluster	16 wks. (Single cycle; Closed entry)	20	English	ESL us
San Francisco Community College Center/Alemany Community College Center San Francisco, Calif.	San Francisco, Calif.	Korean & Chinese	Nursing	18 wks. (Single cycle; Open entry)	52	English	In ct
			Cooking	6 mo. (Closed entry)			
			Drafting	18 wks. (Open entry)			
College of Alameda Alameda, Calif.	Alameda, Calif.	Mexican	Auto mechanics Auto body	2 yrs. 2 yrs. (Both open & closed entry depending on student)	55-60	Spanish	In sk cl wi si re ne

COLORADO

A number of English-as-a-second-language (ESL) programs are sponsored by the Colorado Migrant Council and other special interest groups. addit Colorado Migrant Council sponsors a Bilingual Job Readiness Center in Denver. This center provides job readiness and job acquisition training to 5 enrollees at a time, and is conducted in Spanish and English.

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	CALIFORNIA (cont'd)				
Korean	Clerical cluster	20 wks. (3 cycles; Closed entry)	20	Korean	ESL (general usage)
Filipino	Clerical cluster	16 wks. (Single cycle; Closed entry)	20	English	ESL (general usage)
Korean & Chinese	Nursing	18 wks. (Single cycle; Open entry)	52	English	In skills classes
	Cooking	6 mo. (Closed entry)			
	Drafting	18 wks. (Open entry)			
Mexican	Auto mechanics Auto body	2 yrs. 2 yrs. (Both open & closed entry depending on student)	55-60	Spanish	In job skills classes with outside referral as necessary

COLORADO

(ESL) programs are sponsored by the Colorado Migrant Council and other special interest groups. In addition, the gual Job Readiness Center in Denver. This center provides job readiness and job acquisition training to 5-15 Spanish and English.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
			CONNECTICUT			
CETA/Stamford-Greenwich Manpower Training Center School Stamford, Conn.	Stamford, Conn.	Puerto Rican & Cuban	Auto mechanics Clerical/secretarial Electrical assembly Machine shop Maintenance and carpentry Nurses' aide	16-26 wks. (Multi-cycle; Open entry)	120	English
Manpower Administration, City of New Haven New Haven, Conn. (Part J)	New Haven, Conn.	Puerto Rican	Clerical cluster Auto mechanics Food service	52 weeks. (Open entry)	50	Either English or Spanish depending on skill & trainee
Norwalk Board of Education Norwalk, Conn. (Part J)	Norwalk, Conn.	All Spanish speaking, Italian, French, Vietnamese & Greek	Clerical cluster Machine tool	42 wks. (Open entry)	60	English
CETA/Waterbury Manpower Training Waterbury Board of Education, Croft High School, and W.F. Kaynor Reg. Voc. - Tech. School	Waterbury, Connecticut	Spanish, Italian, Vietnamese, Greek, Others	Clerical cluster Stenographic General Shop Machine Shop	52 wks. (multi-cycle Open ended)	80	English
			DELAWARE			
According to State officials, there is only a small pocket of non-English speaking (Spanish) persons in the State, and efforts to find funds for this group have so far been unsuccessful.						

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	CONNECTICUT				
Puerto Rican & Cuban	Auto mechanics Clerical/secretarial Electrical assembly Machine shop Maintenance and carpentry Nurses' aide	16-26 wks. (Multi-cycle; Open entry)	120	English	In skills classes & by referral if necessary
Puerto Rican	Clerical cluster Auto mechanics Food service	52 weeks. (Open entry)	50	Either English or Spanish depending on skill & trainee	In skills classes & ESL (job-specific)
All Spanish speaking, Italian, French, Vietnamese & Greek	Clerical cluster Machine tool	42 wks. (Open entry)	60	English	In skills classes & ESL (general usage)
Spanish, Italian, Vietnamese, Greek, Others	Clerical cluster Stenographic General Shop Machine Shop	52 wks. (multi-cycle Open ended)	80	English	In skills classes and by referral if necessary
	DELAWARE				

is only a small pocket of non-English speaking (Spanish) persons in the State, and efforts to find funds for serving
sful.

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
			FLORIDA			
Dade County Public Schools, Dade County, Florida	In 16 adult education centers throughout Dade County, primarily at the English Center in Miami	Cuban, all South American, French, Vietnamese & Haitian	Apparel manufacturing, Interior decorating, Drapery manufacturing Upholstery Secretarial Accounting/taxes Data processing Auto mechanic Air conditioning Building Maint. Marine Engine Mech. Welding Cashier Sales	Duration varies by course & student (All Open entry)	1,850	Spanish Vietnamese & French
Miami-Dade Community College Miami, Florida	2 of 4 campus locations	Spanish speaking	Hotel/Motel Nursing Air conditioning/ refrigeration, Tech. Engineering graphics Secretarial science	Duration varies by course & student (all Open entry)	230	Spanish
			GEORGIA			
State officials report that there is virtually no non-English speaking population in the State, and therefore no need for BVT.						
			HAWAII			
State officials report that although there are no BVT programs funded at this time, there is considerable CETA activity providing ESL and sup to a number of different language and ethnic groups, particularly Filipino and Samoan. In addition, there is evidence of programs, still in stage, which will be designed to serve the limited English speaking population on the Islands.						

...on	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		FLORIDA				
...ters ...de ...rily ...h ...ng	Cuban, all South American, French, Vietnamese & Haitian	Apparel manufacturing, interior decorating, Drapery manufacturing Upholstery Secretarial Accounting/taxes Data processing Auto mechanic Air conditioning Building Maint. Marine Engine Mech. Welding Cashier Sales	Duration varies by course & student (All Open entry)	1,850	Spanish Vietnamese & French	In skills classes & ESL (job specific)
	Spanish speaking	Hotel/Motel Nursing Air conditioning/ refrigeration, Tech. Engineering graphics Secretarial science	Duration varies by course & student (all Open entry)	230	Spanish	In skills classes & ESL (job specific)
		GEORGIA				
...is virtually no non-English speaking population in the State, and there are no need for BVT.						
		HAWAII				
...h there are no BVT programs funded at this time, there is considerable CETA activity providing ESL and support services ...nd ethnic groups, particularly Filipino and Samoan. In addition, there is evidence of programs, still in the planning ...rve the limited English speaking population on the islands.						

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction
IDAHO						
Several ESL programs are ongoing throughout the State. In some cases bilingual instructors and instruction are used in GED and basic education but no BVT has been located.						
ILLINOIS						
CETA/Mayor's Manpower Office/Spanish-American Schools Chicago, Illinois	Chicago, Ill.	Mexican, Puerto Rican & Cuban	Clerk/typist Stenographer	26 wks. (Open entry, continuous cycles)	Data not available	English
Mayor's Manpower Office/Chicago School of Automatic Transmissions Chicago, Ill.	Chicago, Ill.	Mexican, Puerto Rican & Cuban	Auto mechanics	40 wks. (Closed entry)	[illegible]	Spanish
INDIANA						
A number of special interest groups, including the Migrant Council, sponsor a variety of ESL programs. The Atterbury Job Corps admits limited-[illegible] speaking persons and offers ESL, but BVT is no longer available.						
IOWA						
Muscatine Community College Muscatine, Iowa	Muscatine, Iowa	Mexican migrant farmworkers	Engine technology Welding Carpentry Electricity	10 wks. (Single cycle; Open entry)	88	Spanish
KANSAS						
State education officials report no specifically Bilingual Vocational programs in existence, although there is some related activity (bilingual used in skills labs, bilingual outreach). There are plans to import bilingual instructors from Texas.						

s) ction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			IDAHO			
throughout the State. In some cases bilingual instructors and instruction are used in GED and basic education classes						
			ILLINOIS			
Ill.	Mexican, Puerto Rican & Cuban	Clerk/typist Stenographer	26 wks. (Open entry, continuous cycles)	Data not available	English	ESL (general usage)
Ill.	Mexican, Puerto Rican & Cuban	Auto mechanics	40 wks. (Closed entry)	25	Spanish	In skills classes
			INDIANA			
ups, including the Migrant Council, sponsor a variety of ESL programs. The Atterbury Job Corps admits limited-English but BVT is no longer available.						
			IOWA			
o, Iowa	Mexican migrant farmworkers	Engine technology Welding Carpentry Electricity	10 wks. (Single cycle; Open entry)	88	Spanish	In skills classes & by referral to other sources
			KANSAS			
no specifically Bilingual Vocational programs in existence, although there is some related activity (bilingual materials utreach). There are plans to import bilingual instructors from Texas.						

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	P F E L T
			KENTUCKY				
There is virtually no non-English speaking population in this State, say State officials, and no bilingual vocational programs are in existence he							
			LOUISIANA				
Need for bilingual programs for French speaking persons has been identified by the State Department of Education; however, no BVT programs are curr existence.							
			MAINE				
University of Maine Fort Kent, Maine (Part J)	Fort Kent, Maine	French-Canadian	Geriatric aide	18 wks. (Closed entry)	23	English	ES u
Bangor Community College Bangor, Maine (Part J)	Bangor, Maine	French-Canadian	Geriatric aide	1 yr. (Single cycle; Closed entry)	75	French	in c E s
			MARYLAND				
Some needs assessment has been conducted by the State Department of Education; no programs have been located.							
			MASSACHUSETTS				
Bristol Community College Fall River, Mass.	Fall River, Mass.	Portuguese	Secretarial Clerical	1 yr. (Single cycle; Closed entry)	300	English	E
Springfield Technical Community College Springfield, Mass.	Springfield, Mass.	Puerto Rican	Secretarial Clerical	60 wks. 30 wks. (Single cycle; Closed entry)	28	Spanish	I

	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		KENTUCKY				
king population in this State, say State officials, and no bilingual vocational programs are in existence here.						
		LOUISIANA				
speaking persons has been identified by the State Department of Education; however, no BVT programs are currently in						
		MAINE				
ne	French-Canadian	Geriatric aide	18 wks. (Closed entry)	23	English	ESL (general usage)
	French-Canadian	Geriatric aide	1 yr. (Single cycle; Closed entry)	75	French	In skills classes & ESL (job specific)
		MARYLAND				
ed by the State Department of Education; no programs have been located.						
		MASSACHUSETTS				
	Portuguese	Secretarial Clerical	1 yr. (Single cycle; Closed entry)	300	English	ESL (general usage)
	Puerto Rican	Secretarial Clerical	60 wks. 30 wks. (Single cycle; Closed entry)	28	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			MASSACHUSETTS (cont'd)				
Marlboro CETA Consortium City Hall Marlboro, Mass.	Marlboro, Mass.	Spanish & Portuguese	Machinist Welding	22 wks. 16 wks. (Single cycle; Closed entry)	30	English	ES sp
CETA/Hampden County Manpower Consortium Springfield, Mass.	Springfield, Mass.	Puerto Rican	Clerical Refrigeration equipment repair Metal trades Various other trades Nurses' assistant Emergency medical technician Food services	18 wks. 8-26 wks. (Multi-cycle) 7 wks. (4-6 cycles) 15 wks. (Single cycle) 6 wks. (All Open entry except medical courses)	250	English	In c E u
Southbridge CETA Consortium Southbridge, Mass.	Southbridge, Mass.	Puerto Rican	Machine set up Welding	26 wks. 26 wks. (Single cycle; Closed entry)	30	Spanish	ES u
Lawrence CETA Consortium Lawrence, Mass.	Lawrence, Mass.	All Spanish-speaking	Clerical Misc. industrial maintenance, small engine repair, carpentry, et al.	39 wks. 13 wks. (All single cycle; Closed entry)	130	English	ES s

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	MASSACHUSETTS (cont'd)				
Spanish & Portuguese	Machinist Welding	22 wks. 16 wks. (Single cycle; Closed entry)	30	English	ESL (job specific)
Puerto Rican	Clerical Refrigeration equipment repair Metal trades Various other trades Nurses' assistant Emergency medical technician Food services	18 wks. 8-26 wks. (Multi-cycle) 7 wks. (4-6 cycles) 15 wks. (Single cycle) 16 wks. (All Open entry except medical courses)	250	English	In skills classes & ESL(general usage)
Puerto Rican	Machine set up Welding	26 wks. 26 wks. (Single cycle; Closed entry)	30	Spanish	ESL (general usage)
All Spanish-speaking	Clerical Misc. industrial maintenance, small engine repair, carpentry, et al.	39 wks. 13 wks. (All single cycle; Closed entry)	130	English	ESL (job-specific)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	
			MICHIGAN				
Lansing School District Lansing, Mich. (Part J)	Lansing, Mich.	Mexican & Cuban	Auto mechanics Machine tool operation Clerical/secretarial	26 wks. 26 wks. (Both Closed entry) 36 wks. (Open entry)	60	English	
			MINNESOTA				
One Part J-funded program is now in the start-up phase; no other BVT programs appear to exist.							
			MISSISSIPPI				
No need for bilingual vocational programs was reported, and none exists in this State.							
			MISSOURI				
According to State education officials, no bilingual vocational programs exist in this State.							
			MONTANA				
State officials know of no BVT programs in existence in this state.							
			NEBRASKA				
State officials report that there are no federally funded BVT programs available at this time, but ESL and other bilingual support services are a through four Area Community Technical Colleges for persons of Spanish, Native American, and Vietnamese background.							
			NEVADA				
There are no bilingual vocational programs in this State, but State education officials see the need for them. Some ESL is offered.							
			NEW HAMPSHIRE				
According to state officials there are no BVT programs at this time; however, a need for such programs is recognized.							

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		MICHIGAN			
Mexican & Cuban	Auto mechanics Machine tool operation Clerical/secretarial	26 wks. 26 wks. (Both Closed entry) 36 wks. (Open entry)	60	English	In skills classes & ESL (general usage)
		MINNESOTA			
) start-up phase; no other BVT programs appear to exist.					
		MISSISSIPPI			
ms was reported, and none exists in this State.					
		MISSOURI			
no bilingual vocational programs exist in this State.					
		MONTANA			
in existence in this state.					
		NEBRASKA			
o federally funded BVT programs available at this time, but ESL and other bilingual support services are available olleges for persons of Spanish, Native American, and Vietnamese background.					
		NEVADA			
grams in this State, but State education officials see the need for them. Some ESL is offered.					
		NEW HAMPSHIRE			
no BVT programs at this time; however, a need for such programs is recognized.					

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	
			NEW JERSEY				
Middlesex County College Project Puente	Perth Amboy	Spanish Speaking	Accounting Business Ed.	2 yrs. (Semesters)	75	Spanish	ES
Middlesex County College Project Sells	Perth Amboy	Spanish Speaking	Distributive Education	2 yrs. (Semesters)	30	Spanish	ES
			NEW MEXICO				
Albuquerque Job Corps Albuquerque, New Mexico	Albuquerque, N.Mexico	All Spanish speaking	Clerical Keypunch Typing Business machines Retailing Cosmetology Nurses' Assistant	24-104 wks. depending on student	400	Spanish	In
Luna Technical Vocational Institute	Santa Fe, N. Mexico	All Spanish speaking	Clerical	1 yr.	20	English	In
All Indian Pueblo Council/Manpower Program 19 Pueblos in New Mexico	19 Pueblos in New Mexico	Pueblo Indians	Indian arts & crafts Marketing Business techniques	16-20 wks. (Single cycle; Closed entry)	280	Indian languages	N
New Mexico Highlands University Las Vegas, N. Mexico (Part J)	Las Vegas, New Mexico	Mexican & Spanish	Secretarial	11 wks.	25	Spanish	I

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	NEW JERSEY				
Spanish Speaking	Accounting Business Ed.	2 yrs. (Semesters)	75	Spanish	ESL
Spanish Speaking	Distributive Education	2 yrs. (Semesters)	30	Spanish	ESL
	NEW MEXICO				
All Spanish speaking	Clerical Keypunch Typing Business machines Retailing Cosmetology Nurses' Assistant	24-104 wks. depending on student	400	Spanish	In skills classes & ESL (general usage
All Spanish speaking	Clerical	1 yr.	20	English	In skills classes (general usage)
Pueblo Indians	Indian arts & crafts Marketing Business techniques	16-20 wks. (Single cycle; Closed entry)	280	Indian languages	None
Mexican & Spanish	Secretarial	11 wks.	25	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			NEW YORK				
Genesee-Wyoming Board of Cooperative Educational Services (BOCES) Batavia, N.Y.	Six-county area near Rochester, N.Y.	Male, Puerto Rican migrant farmworkers	Food processing and canning; multi-occupational	14-20 wks. during migrapt season (Open entry)	140	Spanish	In cl ESL us
College of Genesee; Migrant Center Genesee, N.Y.	Genesee County, N.Y.	Mexican, Puerto Rican, Algonquin Indians, migrant & seasonal farmworkers	Truck driving Auto mechanics Clerical Teacher aide, et al	10-20 wks. (Open entry) 10-20 wks. (Open entry) 10-20 wks. (Open entry) 10 wks. (Closed entry (All areas offered during single cycle following migrant season)	80	Spanish	In cl ESL us
Ibero-American Action League Rochester, N.Y.	Monroe County, N.Y.	All Spanish-speaking	Secretarial/ clerical cluster Machine shop	6 mo. (2 cycles; Closed entry)	40-50	English	ESL sh sp ic us tu
Action for a Better Community Rochester, N.Y.	Monroe County, N.Y.	Puerto Rican	Nursing assistant	20 wks. (2 cycles; Closed entry)	30	English	ESL us
Hostos Community College (Minority Small Business Rescue Project) Bronx, N.Y.	Bronx, N.Y.	Spanish-surnamed	Record keeping Retailing Small business management	6-12 wks. (Closed entry)	100	English	In cl

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	NEW YORK				
Male, Puerto Rican migrant farmworkers	Food processing and canning; multi-occupational	14-20 wks. during migrapt season (Open entry)	140	Spanish	In skills classes & ESL (genera usage)
Mexican, Puerto Rican, Algonquin Indians, migrant & seasonal farmworkers	Truck driving Auto mechanics Clerical Teacher aide, et al	10-20 wks. (Open entry) 10-20 wks. (Open entry) 10-20 wks. (Open entry) 10 wks. (Closed entry (All areas offered during single cycle following migrant season)	80	Spanish	In skills classes & ESL (genera usage)
All Spanish-speaking	Secretarial/ clerical cluster Machine shop	6 mo. (2 cycles; Closed entry)	40-50	English	ESL(machine shop: job-specific;clerical: general usage) & tutoring
Puerto Rican	Nursing assistant	20 wks. (2 cycles; Closed entry)	30	English	ESL (general usage)
Spanish-surnamed	Record keeping Retailing Small business management	6-12 wks. (Closed entry)	100	English	In skills classes

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	
			NEW YORK (cont'd)				
Rochester City School District Rochester, N.Y. (Part J)	Rochester, N.Y.	All Spanish speaking	Auto mechanics Cosmetology Nurses' aide Auto body Commercial photography Accounting Electrical Office skills	12 wks. (Closed entry)	100	Spanish	ES
County of Nassau Hempstead, N.Y. (Part J)	Nassau County, N.Y.	All Spanish speaking	Auto mechanics Health assistant	48 wks. (Open entry) 24 wks. (2 cycles; Closed entry)	25	Spanish	ES
Williamsburg Employment & Training Center Brooklyn, N.Y.	Brooklyn, N.Y.	Russian-Jewish immigrants	Bookkeeping Knitting mechanics Auto mechanics Business machines Secretarial Hairstyling	25 wks. (2 cycles; Closed entry)	140	Yiddish or English; varies by course	ES
Chinatown Manpower Project, Inc. Manhattan, N.Y. (Part J)	Chinatown, Manhattan, N.Y.	Chinese	Para-legal Para-accounting Bookkeeping Keypunch Office practice	24 wks. 24 wks. 21 wks. 21 wks. 21 wks. (2 cycles; Closed entry)	100-150	English	E

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	NEW YORK (cont'd)				
All Spanish speaking	Auto mechanics Cosmetology Nurses' aide Auto body Commercial photography Accounting Electrical Office skills	12 wks. (Closed entry)	100	Spanish	ESL (general usage)
All Spanish speaking	Auto mechanics Health assistant	48 wks. (Open entry) 24 wks. (2 cycles; Closed entry)	25	Spanish	ESL (job-specific)
Russian-Jewish immigrants	Bookkeeping Knitting mechanics Auto mechanics Business machines Secretarial Hairstyling	25 wks. (2 cycles; Closed entry)	140	Yiddish or English; varies by course	ESL (job-specific)
Chinese	Para-legal Para-accounting Bookkeeping Keypunch Office practice	24 wks. 24 wks. 21 wks. 21 wks. 21 wks. (2 cycles; Closed entry)	100-150	English	ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			NEW YORK (cont'd)				
China Institute in America, Inc. Manhattan, N.Y. (Part J)	Chinatown, Manhattan, N.Y.	Chinese	Cooking theory Cooking practice Nutrition Sanitation/ personal hygiene Restaurant management	24 wks. (2 cycles; Closed entry)	50-100	Chinese	ES
Fashion Institute of Technology/New York City Board of Education Manhattan, N.Y.	Manhattan, N.Y.	All Spanish speaking and Chinese	Pattern making, introductory and advanced	1 semester each (Closed entry)	70	Spanish & Chinese	ES
Hispanic Labor Committee, AFL-CIO Manhattan, N.Y.	All boroughs, New York City	All Spanish speaking	Secretarial Receptionist/typist Accounting clerk Switchboard operator Counselor	5 mo. (2 cycles; Closed entry)	60	English	In
Borough of Manhattan Community College Manhattan, N.Y. (Part J)	Manhattan, N.Y.	Puerto Rican, Cuban	Shorthand Typing	15 wks. (2 cycles; Closed entry)	80	Spanish	
Bronx Community College, Center for Continuing Education in Community Services Bronx, N.Y. (Part J)	Bronx, N.Y.	Puerto Rican, Dominican & Italian	Carpentry Plumbing Electrical repair Pest control	10 wks. 10 wks. 10 wks. 10 wks. (4 cycles; Closed entry)	60	Initially Spanish & Italian, with predominantly English by end of course	

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	NEW YORK (cont'd)				
Chinese	Cooking theory Cooking practice Nutrition Sanitation/ personal hygiene Restaurant management	24 wks. (2 cycles; Closed entry)	50-100	Chinese	ESL (general usage)
All Spanish speaking and Chinese	Pattern making, introductory and advanced	1 semester each (Closed entry)	70	Spanish & Chinese	ESL (job-specific)
All Spanish speaking	Secretarial Receptionist/typist Accounting clerk Switchboard operator Counselor	5 mo. (2 cycles; Closed entry)	60	English	In skills classes
Puerto Rican, Cuban	Shorthand Typing	15 wks. (2 cycles; Closed entry)	80	Spanish	ESL (general usage)
Puerto Rican, Dominican & Italian	Carpentry Plumbing Electrical repair Pest control	10 wks. 10 wks. 10 wks. 10 wks. (4 cycles; Closed entry)	60	Initially Spanish & Italian, with predominantly English by end of course	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pro For Eng Lan Tra
			NORTH CAROLINA				
State education officials say there are no Bilingual Vocational Training programs in existence in this State.							
			NORTH DAKOTA				
Mary College Mental Health Technologist Program Bismarck, N.Dak. (Part J)	Region around Bismarck, N.Dak.	Sioux, Arikara, Mandan & Hidatsa Indians	Mental health technologist	2 yrs. (Closed entry)	Data not available	English	In cl ES us
			OHIO				
Spanish American Committee/Cleveland Manpower Consortium/ Cleveland School System Cleveland, Ohio	Cleveland, Ohio	Puerto Rican & Mexican	Machinist Clerical	26 wks. 26 wks (Closed entry)	30	English	In cl
			OKLAHOMA				
Treasure Lake Job Corps Lawton, Okla.	Lawton, Okla.	Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Painting Masonry Warehousing Carpentry	24-104 wks. depending on student (Open entry)	168	Spanish	In cl ES us
			OREGON				
No Bilingual Vocational Training programs appear to exist here; however, the Oregon education system offers a number of ESL programs.							

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
	NORTH CAROLINA				
no Bilingual Vocational Training programs in existence in this State.					
	NORTH DAKOTA				
Sioux, Arikara, Mandan & Hidatsa Indians	Mental health technologist	2 yrs. (Closed entry)	Data not available	English	In skills classes & ESL (general usage)
	OHIO				
Puerto Rican & Mexican	Machinist Clerical	25 wks. 26 wks (Closed entry)	30	English	In skills classes
	OKLAHOMA				
Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Painting Masonry Warehousing Carpentry	24-104 wks. depending on student (Open entry)	168	Spanish	In skills classes & ESL (general usage)
	OREGON				
s appear to exist here; however, the Oregon education system offers a number of ESL programs.					

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provi For Engli Langu Train
PENNSYLVANIA							
Philadelphia School District Philadelphia, Pa.	Philadelphia, Pa.	Puerto Rican mentally retarded	Food service Hospital practice Laundry & dry cleaning Power sewing Machine shop Business practice	Data not available (Closed entry)	Data not available	English	ESL usa Tut
Reading-Muhlenberg Area Vocational Technical School Reading, Pa.	Reading, Pa.	Puerto Rican	Total vocational offering	Varies according to course (Closed entry)	Data not available	English	In S cla ESL usa
Bethlehem School District Bethlehem, Pa.	Bethlehem, Pa.	Puerto Rican	Metal trades Building trades Apparel design Cosmetology	Varies widely- no set duration (Open entry)	Data not available	English	In s cla ESL usa
RHODE ISLAND							
State education officials report that there are programs serving the limited English speaking population in the Providence area, but that a need for does exist in the State.							
SOUTH CAROLINA							
According to State officials, South Carolina has no limited English speaking populations, and therefore no Bilingual Vocational Training programs ex							

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
	PENNSYLVANIA				
Puerto Rican mentally retarded	Food service Hospital practice Laundry & dry cleaning Power sewing Machine shop Business practice	Data not available (Closed entry)	Data not available	English	ESL (general usage) Tutoring
Puerto Rican	Total vocational offering	Varies according to course (Closed entry)	Data not available	English	In Skills classes & ESL (general usage)
Puerto Rican	Metal trades Building trades Apparel design Cosmetology	Varies widely- no set duration (Open entry)	Data not available	English	In skills classes & ESL (general usage)
	RHODE ISLAND				
re are programs serving the limited English speaking population in the Providence area, but that a need for BVT					
	SOUTH CAROLINA				
lina has no limited English speaking populations, and therefore no Bilingual Vocational Training programs exist here.					

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provis For Englis Langua Train
			SOUTH DAKOTA				
Crow/Creek Sioux Tribe Fort Thompson, S. Dak.	Fort Thompson, S. Dak.	Crow, Creek, Sioux, & Dakota Indians	Ambulance attendant	6 mo. (2 cycles; Closed entry)	15	Indian languages	In s cla
Belle Fourche School System Belle Fourche, S. Dak.	Locations not given	Mexican migrant farmworkers	Welding Food service Sewing	Depends on student (Open entry)	30	English	In s cla
			TENNESSEE				
Bilingual vocational programs are not seen as necessary; none appear to exist in this State.							
			TEXAS				
El Paso Job Corps Center El Paso, Tex.	El Paso, Tex.	Mexican	Auto mechanics Welding Diesel mechanics Masonry Carpentry Building maintenance Cook's helper Nurse's assistant Electronics	24-104 wks. depending on student (Open entry)	250	Spanish	In cl ESL use

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
	SOUTH DAKOTA				
Crow, Creek, Sioux, & Dakota Indians	Ambulance attendant	6 mo. (2 cycles; Closed entry)	15	Indian languages	In skills classes
Mexican migrant farmworkers	Welding Food service Sewing	Depends on student (Open entry)	30	English	In skills classes
	TENNESSEE				
seen as necessary; none appear to exist in this State.					
	TEXAS				
Mexican	Auto mechanics Welding Diesel mechanics Masonry Carpentry Building maintenance Cook's helper Nurse's assistant Electronics	24-104 wks. depending on student (Open entry)	250	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Pr Fo En La Tr
			TEXAS (cont'd)				
El Paso Community College El Paso, Tex. (Part J)	El Paso, Tex. Skill Center, downtown and Latuna State Prison (Building Trades)	Mexican	Sewing machine repair	36 wks. (Single cycle; Closed entry)	100	Spanish	ES s
			Sewing machine operator	6 wks. (2-6 cycles; Open entry)			
			Radio/TV repair	36 wks. (Single cycle; Closed entry)			
			Building trades	22 wks. (2 cycles; Closed entry)			
			Optical lens grinding	36 wks. (Single cycle; Closed entry)			
Texas Education Agency/Brownsville, Laredo, and San Antonio Independent School Districts	Brownsville, Tex. Laredo, Tex. San Antonio, Tex.	Mexican	Office machines Accounting Secretarial Clerical	2 yrs. 2 yrs. 2 yrs. 2 yrs. (Closed entry)	90	Spanish	In c
San Marcos Job Corps Center San Marcos, Tex.	San Marcos, Tex.	Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Upholstery Printing Heavy equipment operator Masonry Carpentry	24-104 wks. depending on student (Open entry)	2,200	Spanish	In c E u

	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
		TEXAS (cont'd)				
	Mexican	Sewing machine repair	36 wks. (Single cycle; Closed entry)	100	Spanish	ESL (job-specific)
		Sewing machine operator	6 wks. (2-6 cycles; Open entry)			
		Radio/TV repair	36 wks. (Single cycle; Closed entry)			
		Building trades	22 wks. (2 cycles; Closed entry)			
		Optical lens grinding	36 wks. (Single cycle; Closed entry)			
	Mexican	Office machines Accounting Secretarial Clerical	2 yrs. 2 yrs. 2 yrs. 2 yrs. (Closed entry)	90	Spanish	In skills classes
	Mexican	Clerical Keypunch Retailing Cosmetology Nurses' assistant Upholstery Printing Heavy equipment operator Masonry Carpentry	24-104 wks. depending on student (Open entry)	2,200	Spanish	In skills classes & ESL (general usage)

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Prov For Engl Lang Trai
			TEXAS (cont'd)				
CETA/Austin Community College Austin, Tex.	Six-county area surrounding Austin, Tex.	Mexican	Auto mechanics	36 wks. (Closed entry)	Varies widely- no set duration	English	ESL spe
Laredo Municipal Junior College/ A.C.E. Tri-County Co-op Laredo, Tex.	Laredo Junior College Laredo, Tex.	Mexican	Auto mechanics Welding Building trades General business	29 wks. 29 wks. 36 wks. 24 wks. (Open entry)	89	English	In s cla
			UTAH				
San Juan School District	Blanding and Four corners area	Navajo Ute	Auto mechanics Welding	Open ended. Duration varies	Data not available	Navajo	ESL spe
			VERMONT				
State education officials identified a need for BVT programs among French Canadians, although no Bilingual Vocational Training programs were report							
			VIRGINIA				
Arlington Public School System, Spanish Speaking Committee/Fairfax County, Va.	Arlington, Va.	Mexican, Puerto Rican, Cuban, Korean & Vietnamese	Secretarial	3-12 mo. depending on student (Open entry)	80-100	English	ESL us
			WASHINGTON				
No Bilingual Vocational Training programs were located, although some ESL and bilingual adult basic education offerings are available.							

Prov For Engl Lang Trai	on	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions For English Language Training
			TEXAS (cont'd)				
ESL spe	rea	Mexican	Auto mechanics	36 wks. (Closed entry)	Varies widely- no set duration	English	ESL (job specific)
In s cla	r	Mexican	Auto mechanics Welding Building trades General business	29 wks. 29 wks. 36 wks. 24 wks. (Open entry)	89	English	In skills classes
			UTAH				
ESL spe	)	Navajo Ute	Auto mechanics Welding	Open ended. Duration varies	Data not available	Navajo	ESL (job specific)
			VERMONT				
report	d a need for BVT programs among French Canadians, although no Bilingual Vocational Training programs were reported.						
			VIRGINIA				
ESL us	a.	Mexican, Puerto Rican, Cuban, Korean & Vietnamese	Secretarial	3-12 mo. depending on student (Open entry)	80-100	English	ESL (general usage)
			WASHINGTON				
	ograms were located, although some ESL and bilingual adult basic education offerings are available.						

Sponsor/Address	Location(s) of Instruction	Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Prov For Engl Lang Trai
WEST VIRGINIA							
According to State officials, no Bilingual Vocational Training programs exist; however, some ESL programs are available to limited English speaking migratory workers.							
WISCONSIN							
Vocational curriculum materials are available in Spanish and are currently being translated into Vietnamese. However, the existence of operating b programs could not be documented.							
WYOMING							
State officials report that vocational programs are developed on a cooperative priority basis and BVT has not, as yet, emerged as a recognized prio							

Target Groups	Occupational Areas	Duration of Training	Approximate No. Enrolled at One Time	Predominant Language of Instruction	Provisions for English Language Training
WEST VIRGINIA					
ngual Vocational Training programs exist; however, some ESL programs are available to limited English speaking					
WISCONSIN					
vailable in Spanish and are currently being translated into Vietnamese. However, the existence of operating bilingual					
WYOMING					
l programs are developed on a cooperative priority basis and BVT has not, as yet, emerged as a recognized priority need.					

CHAPTER FOUR

VOCATIONAL AND MANPOWER LEGISLATION PROVIDING TRAINING FOR PERSONS WITH LIMITED ENGLISH-SPEAKING ABILITY

Problems of workers and those seeking work with limited English-speaking ability are not new; however, legislative responses to these problems are relatively recent. The Comprehensive Employment and Training Act of 1973 and the Educational Amendments of 1974 are the first legislation which specifically identifies persons with limited English-speaking abilities as target populations for training. However, vocational education, and employment and training programs have, for several years, provided skills training programs and services to persons from non-English-language backgrounds.

This chapter briefly describes the various legislative authorities which have served persons with limited English-speaking ability even though data are not always available to indicate the extent to which such programs have served these persons.

Vocational State Grant Programs

The Federal government has supported vocational education programs since the passage of the Smith Hughes Act in 1917. Funds specifically for vocational education programs and services for specific target population groups were first authorized in 1968 when Congress amended the Vocational Act of 1963. Section 122(a)(4)(A) authorized training for persons who have academic, socioeconomic, or other handicaps that prevent them from suceeding in the regular vocational education program. Under this authority, schools have conducted a wide variety of programs and services. For example, Hispanic enrollments for fiscal year 1975, as reported in the spring of 1976, totaled 702,243 or 5.6 percent of the estimated total vocational student population of 12,488,377. (These data do not include nine States and territories which had not reported.) The data reported for Hispanic populations do not provide an indication of the numbers of limited-English-speaking persons served within Hispanic or other groups.

The Education Amendments of 1974 (P.L. 94-380) first provided specific language in Section 122(a) (4) (C) to authorize the training of those with limited English-speaking ability. The Act also provided for a categorical program, Part J, to be administered by the Commissioner for bilingual vocational training.

The State grant program under Part B of the Vocational Education Act empowers States to set their own priorities within broad guidelines to assure that all who desire vocational training have access to programs which prepare them for skilled, semiskilled,

and paraprofessional jobs. State plans are now beginning to address the issue of limited English-speaking populations which were formerly mentioned only in terms of disadvantaged populations or persons with special needs.

It is important to emphasize that programs funded prior to Part J were primarily local programs or classes planned to meet local needs. The schools hire bilingual instructors and the instructors use the other language as they consider necessary with some or all of the students. Some schools use peer instruction or teacher aides to work with students who have problems understanding a monolingual instructor. These "de facto" bilingual programs appear to exist primarily in California, New York, Texas, and Arizona. There is no efficient way to report their precise enrollments as current reporting systems cannot identify those with limited-English ability, and local education agencies do not keep records in this manner.

The practice of providing English-as-a-second language (ESL) training prior to or concurrent with vocational training is the common approach in training programs serving persons of limited English-speaking ability. This approach may be the most common because ESL instruction programs and capability exist in many locales. Thus, ESL instruction is a widely available and visible option for program planners.

As shown in the Inventory, bilingual vocational programs usually develop in areas where there are substantial concentrations of limited-English-speaking persons. This pattern of development results from factors other than need alone, because limited-English-speaking populations exist in many areas without bilingual vocational training programs. Programs appear to exist in locations where there is a greater awareness of needs and more resources for serving the limited English-speaking in ways other than ESL training.

Bilingual Vocational Programs Under Part J

Under the authority of P.L. 93-380, Section 194 (a), the Commissioner first authorized grants and contracts for bilingual vocational training in June 1975. Twenty-one projects were funded in nine States and Guam for the training of about 2,500 persons. Languages in the projects included Spanish, French, Chinese, Indian, and Chamorro. Seven of the projects were located in community or junior colleges, six in local education agencies, four in institutions of higher education, two in State education agencies, and two in private non profit agencies. Each of these programs conducted training in both English and non-English languages; trainees acquired sufficient competence in English to enable them to perform satisfactorily in a work situation. These programs are included in the Inventory.

The purposes of the bilingual vocational training programs are to provide persons who have left or completed elementary or secondary

school and who are unemployed or underemployed because they are limited English-speakers with training which will enable them to enter the labor market or re-enter with increased skills.

El Paso Community College in El Paso, Texas, has made a substantial commitment to alleviate the high unemployment rate of limited-English speakers by providing bilingual training in the areas of industrial sewing machine operation and repair, optical lens technology, building trades, and radio and television repair.

A bilingual vocational program at the University of California at Los Angeles is providing training for persons with limited English to work as dental assistants. Students are able to gain work experience both in dental clinics and with dentists with private practices. All students have been placed in jobs.

Two programs in New York City are offering training to members of the Chinese community who are limited-English speakers. The China Institute in America is providing training for service as professional chefs in restaurants cooperating with the program. The Chinatown Manpower Project offers bilingual training in both para-legal and para-accounting skills and job related ESL training. All students have been placed in training-related jobs.

Bilingual secretaries are sought by many agencies and firms. Two programs for training persons to become bilingual secretaries are offered at New Mexico Highlands University and at Borough of Manhattan Community College. Students learn shorthand and typing skills in both languages.

Twenty-two Part J projects were funded in June 1976 in eight States to train some 1,850 persons. Most of these were scheduled to begin September and they are not listed in the Inventory. They are listed in the Appendix. Languages in the projects include Spanish, Chinese, French, Vietnamese, Russian, Indian, and Eskimo. Seven of the projects are located in community-based agencies, six in community colleges, four in institutions of higher education, three in local educational agencies, and two in vocational technical schools. Training is offered for a number of job titles including: bilingual secretaries, mental health technicians, agricultural workers, geriatric aides, auto mechanics, machinists, emergency medical technicians, home heating repair persons, welders, house framers, data processors, dental assistants, workers in native arts and crafts graphic designers, professional chefs, para-legal aides, para-accounting aides, health assistants, food service workers, printers, sewing machine operators, sewing machine repair persons, radio and television repair persons, butchers, meat cutters, slaughterers, and office machine repair persons.

Adult Basic Education

The Adult Basic Education Act (P.L. 91-230) provides Federal assistance to encourage State-administered programs for adult public education that will enable any individual 16 years or older to continue his/her education to at least the level of completion of secondary school. The Education Amendments of 1974 (P.L. 93-380) amended the Adult Education Act to provide for bilingual adult education programs for persons with limited English-speaking ability.

For many years, States have funded English-as-a-second-language (ESL) programs. Several of these were coupled with manpower training programs in those States and localities which established priorities to meet needs of those limited-English-speaking persons who required both training opportunities. In addition, other trainees with limited English-speaking abilities were referred to ESL programs, and after the trainee had mastered some basic English he or she was referred to occupational training programs. At present, both kinds of programs continue to exist.

Approximately one million students are estimated to be enrolled in adult basic education programs; of these about one-third (330,000) are estimated as having non-English speaking backgrounds.

Manpower Programs

Modern manpower legislation dates from the passage of the Manpower Development and Training Act of 1962 (MDTA). Programs aimed at reducing the level of unemployment, offsetting skill shortages, and enhancing the skills and productivity of the Nation's work force. One of the broadly defined target groups, the disadvantaged worker, was served through MDTA and through programs authorized by the Economic Opportunity Act (EOA) of 1964.

A variety of manpower programs were established during the late 1960's which provided skill training in which persons of limited English-speaking ability enrolled. These programs included MDTA skills training classes, Job Corps, Concentrated Employment Program, Operation Mainstream, Neighborhood Youth Corps, New Careers, Public Service Careers, and others. Additionally, some special programs were created that impacted primarily on workers of Spanish origin. These latter programs included migrant and seasonal farmworker programs and MDTA institutional training and other Jobs for Progress projects operated by Project SER (Service, Employment, and Redevelopment).

Neither MDTA nor EOA legislation specifically authorized or mandated bilingual training or bilingual services for program enrollees, and neither of these Acts designated persons of limited English-speaking ability as a specific target group. Programs authorized under these Acts, however, could and did serve non-English-speaking persons and sometimes provided bilingual services, although their precise numbers were not reported.

Comprehensive Employment and Training Act

The most comprehensive Federal manpower legislation passed to date is the Comprehensive Employment and Training Act (CETA) of 1973. Its purpose is to provide training and employment opportunities for the economically disadvantaged, the unemployed, and the underemployed. The passage of CETA decentralized the control of manpower efforts and eliminated most categorical programs. Title I authorizes State and local governments, as prime sponsors, to design and operate employment and training programs within the broad purposes of the Act to meet local needs. Both Title I and Title III of CETA specifically names persons of limited English-speaking ability as target groups. Special manpower programs for Native Americans and migrant and seasonal workers are also authorized under Title III; both of these groups include many persons of limited English-speaking ability.

The Job Corps program, begun under EOA, is retained under Title IV. Youth of limited English-speaking ability, although not named specifically in Title IV, constitute a part of the target group.

CETA Title I Programs

Title I CETA prime sponsors are required in their annual project operating plans to describe "how persons of limited English speaking ability will be served if they represent a significant portion of an applicant's (prime sponsor's) program." When such persons are served in significant numbers, CETA rules and regulations require prime sponsors to develop operating plans for:

1) Teaching occupational skills in the primary language for occupations which do not require a high proficiency in English;

2) Conducting training and employment programs in the primary language;

3) Developing new employment opportunities for persons limited in English;

4) Developing opportunities for promotion within existing employment situations;

5) Disseminating appropriate information and providing job placement and counseling assistance in the primary language;

6) Conducting programs to increase English speaking ability.

While none of the above appear to fit precisely the definition of bilingual vocational training as mandated in the Education Amendments of 1974, each of the categories is concerned with the provision of training and services to those whose limited command of English is or may be a hindrance to success in the labor market. CETA prime sponsors can and have developed bilingual vocational programs such as those described in the Inventory.

A review of most of the CETA prime sponsor plans conducted as part of this assessment revealed that the plans varied widely in their treatment of services to persons of limited English-speaking ability. (Many of the plans reviewed were prepared before the cited rules and regulations were published.) The common response by Title I prime sponsors with either low or high proportions of limited English-speaking enrollees was to provide ESL training for these persons, usually through an existing ESL program. This was also the approach generally used by State Vocational Education Boards with the 5 percent CETA set-aside grants.

Some CETA programs include bilingual vocational training, and some include a wide variety of bilingual employment-related services. Several CETA sponsors contract with minority organizations for these services. Local Spanish organizations and Project SER often provide such services as outreach, recruitment, orientation, and job placement. Project SER is also a frequent contractor for ESL training. In some CETA programs, prevocational and adult education (basic or remedial) are offered bilingually. Bilingual cultural awareness classes are available in some programs. In a few programs, Project SER or other organizations provide placement services for program completers or for the on-the-job training component. Many prime sponsors have hired bilingual staff and some have neighborhood centers staffed entirely with bilingual persons.

CETA Title III Programs

In June 1976, the Department of Labor announced that a total of $5 million has been allocated for about 52 programs to strengthen the job skills of persons whose English is limited. An initial distribution of $2.5 million in April and May by the regional offices created 27 programs in 15 States for jobless persons whose primary or only language is not English. They include the Spanish-speaking in several New England cities and the Southwest, recent Russian immigrants in Philadelphia, and the Gullahs in South Carolina whose African dialect has been preserved for generations in isolated coastal communities. Programs are also serving workers from Vietnam, Cambodia, Laos, and other Asian countries.

ESL programs are described as "mainstays" of the local projects which also include basic education, preparation for high school equivalency examinations, on-the-job training and vocational skills taught in the learner's native language. One project is preparing vocational education courses to train drug abusers whose primary language is not English.

The programs are authorized by Title III of CETA and are conducted by selected CETA prime sponsors. Title III provides for services to special groups such as those with limited English-speaking ability, Indians, youths, migrants and others.

Bilingual services of various kinds are common in migrant and seasonal farmworker projects. Not all of these projects offer occupational training for gainful employment. Those that do often

have bilingual instructors in Spanish and English. Bilingual staff provide a variety of services: adult education, job referrals, counseling, housing, day care, health, and others.

The migrant and seasonal farmworker project and State Migrant Councils are involved in activities related to CETA Title I programs in some States. These include provision for referral services and ESL training.

A survey of selected Indian CETA prime sponsors disclosed few bilingual vocational programs. A consortium of tribes offers bilingual vocational training in arts and crafts in the Southwest, and at least one Indian group in the Northwest is planning a bilingual vocational program. Bilingual occupational training apparently has been provided in the past on the Navajo reservation, but no programs are reported for the winter of 1975-76.

The estimates of the number of limited-English-speaking persons participating in CETA nationally in its first full year of operation are as follows: 1/

Title I	46,200
Title II	18,200
Title III	7,200
Total.....	71,600

Since some CETA Title I programs were included in the Inventory conducted for this report, the two sets of numbers are not additive.

Job Corps

In recent years, the Job Corps has placed increasing emphasis on improving its programs for limited English speakers. Six of the centers with a total enrollment of about 3,600 are heavily involved in bilingual occupational training programs, supplemented with ESL programs specifically geared to three language competency levels. Other centers are developing programs to serve these populations.

1/ Extracted from CETA Progress Report, Fiscal Year 1975, prepared by the Office of Administration and Management, ETA/USDOL. Title II and VI are public employment service employment programs. Some Title I enrollments overlap with those included in the count obtained during the survey.

A common definition of "limited English-speaking ability" was not used for these CETA estimates. The estimates are an aggregation of reported numbers of CETA prime sponsor staff who place enrollees in the limited-English-speaking category if, in the staff's judgment, they belong there. These decisions are based, presumably, on the enrollees' facility with English in intake interviews and other enrollee-staff interactions.

The Job Corps sponsored a bilingual workshop to provide for an exchange of experiences, training techniques, and materials among the centers having bilingual problems. The national office has invited representatives of other organizations concerned with bilingual programs including farmworker/migrants, CETA prime sponsors, and ESL contractors.

CHAPTER FIVE

REVIEW OF [illegible] LITERATURE

The examination of the literature concerning bilingual education and vocational training disclosed few existing studies relating to bilingual vocational training. Most of the literature addresses bilingual or bilingual/bicultural education for children, instruction of children through a second language, English-as-a-second language training, and vocational training for the disadvantaged, such as urban and rural low-income persons, undereducated youth, and blacks.

When the literature review was initiated, it was hoped that a review of the literature, evaluation reports, research, experimental and demonstration project reports, and other available data would provide additional information about the enrollments, characteristics of enrollees, dollars spent, and outcomes. These data are not available in terms of the limited-English speaker.

Two evaluations conducted for MDTA 1/ institutional training programs indicated that persons with Hispanic backgrounds fared better than any other group in terms of improved earnings, employment intensity, and improvement in basic education as recorded by pre-and post-achievement tests. However, findings cannot be translated as meaningful for the limited-English speaker because the average educational attainment level of Hispanic participants in MDTA studies was the 10th grade. In most studies of occupational training, the findings do not indicate the success of the limited-English-speaker because representative samples have not included them in sufficient number so that outcomes can be discussed in a generalized fashion.

There are some studies which address the problems of how to assist limited English-speaking persons in obtaining and retaining employment or how to earn promotions, but none of the employment/vocational studies specifically sought to test one or several models for providing bilingual vocational training to adults of limited-English speaking ability. Few of the studies concerning bilingual/cultural instruction have involved adults as subjects of study.

Because of the absence of research directly concerned with bilingual vocational training or bilingual instruction for adults of limited English-speaking ability, few conclusions can be drawn on the basis of existing literature. Studies conducted among children, however, can provide some indication of the issues involved in developing programs of bilingual instruction for adults. The literature concerning instruction of children through a second language seems to indicate that the level of achievement in learning basic subjects is not necessarily affected by the process of learning through a second language which is being learned simultaneously.

1/ Decision Making Information, MDTA Outcomes Study. (Santa Ana, Calif.: 1972).

North American Rockwell Information Systems, MDTA Basic Education Study (Arlington, Va.: 1973).

It appears that other factors--such as minority group status, motivation to learn a second language, attitudes toward speakers of that language, and self-concept or self-esteem--are more important predictors of success in learning basic subject matter through a second language.

An annotated bibliography is available upon request to indicate the types of research projects completed which relate to the issues of providing occupational training programs and related services for those who have limited English-speaking abilities.

APPENDIX

Part J Bilingual Vocational Training Programs Funded June 1976

Alaska	Occupational area	Language
Kuskokwin Community College Bethel, Alaska	Home heating, small engine technology, arc and gas welding, electricity and house framing	Eskimo, Indian
California		
Central Coast Counties Development Corp. Capitola, Calif.	Agricultural occupations	Spanish
Community Care and Development Services Los Angeles, Calif.	Clerical skills, data processing, health assistants	Vietnamese
San Francisco Community College Skills Center San Franciso, Calif.	Machinist	Chinese
Solano County Schools Fairfield, Calif.	Agricultural equipment operation and maintenance	Spanish
University of Calif. at Los Angeles Los Angeles, Calif.	Dental assistants	Spanish
Maine		
Bangor Community College Bangor, Maine	Geriatric aide	French

Part J Bilingual Vocational Training Programs Funded June 1976

	Occupational area	Language	Trainees
Community laska	Home heating, small engine technology, arc and gas welding, electricity and house framing	Eskimo, Indian	100
oast Counties nt Corp. Calif.	Agricultural occupations	Spanish	160
Care and nt Services es, Calif.	Clerical skills, data processing, health assistants	Vietnamese	60
isco Commu- ege Skills iso, Calif.	Machinist	Chinese	50
unty Schools , Calif.	Agricultural equipment operation and maintenance	Spanish	25
y of Calif. geles es, Calif.	Dental assistants	Spanish	50
mmunity laine	Geriatric aide	French	100

	Occupational area	Language
North Dakota		
Mary College Bismarck, N. Dak.	Mental health technologists	Indian
New Mexico		
New Mexico Highlands University Las Vegas, N. Mex.	Bilingual secretarial training program	Spanish
New Mexico Technical Vocational School El Rito, N. Mex.	Five skill areas	Spanish
Northern New Mexico Consortium for Rural Education Cuba, N. Mex.	Power mechanics, native arts and crafts-Navajo	Spanish, Indian
New York		
American Council for Emigres in the Professions New York, N.Y.	Preparation of graphics for reproduction	Russian
Borough of Manhattan Community College New York, N.Y.	Bilingual secretarial training	Spanish
China Institute in America, Inc. New York, N.Y.	Chefs	Chinese
Chinatown Manpower Project, Inc. New York, N.Y.	Para-legal, para-accounting	Chinese

	Occupational area	Language	Trainees
akota			
llege k, N. Dak.	Mental health technologists	Indian	15
ico			
ico Highlands ity as, N. Mex.	Bilingual secretarial training program	Spanish	30
ico Technical nal School , N. Mex.	Five skill areas	Spanish	100
n New Mexico ium for Rural on . Mex.	Power mechanics, native arts and crafts-Navajo	Spanish, Indian	60
k			
n Council for in the Pro- s k, N.Y.	Preparation of graphics for reproduction	Russian	40
of Manhattan ty College k, N.Y.	Bilingual secretarial training	Spanish	90
nstitute in , Inc. k, N.Y.	Chefs	Chinese	100
wn Manpower , Inc. k, N.Y.	Para-legal, para-accounting	Chinese	72

	Occupational area	Language
Vocational Education and Extension Board of Nassau County Hempstead, N.Y.	Auto mechanics, health assistants	Spanish
Oklahoma		
Canadian Valley Area Vo-Tech School El Reno, Okla.	Auto mechanics, food services	Spanish
Texas		
Crystal City Independent School Dist. Crystal City, Tex.	Clerical skills, printing	Spanish
El Paso Community College El Paso, Tex.	Sewing machine operation, sewing machine repair, radio and television repair	Spanish
SER/Hidalgo Jobs for Progress, Inc. San Juan, Tex.	Clerical, meat cutters, butchers, slaughterers, auto body repair, office machine repair	Spanish
Texas Women's University Denton, Tex.	Emergency medical technicians	Spanish

	Occupational area	Language	Trainees
al Educa- Extension Nassau d, N.Y.	Auto mechanics, health assistants	Spanish	36
Valley Tech School Okla.	Auto mechanics, food services	Spanish	75
City Inde- School Dist. City, Tex.	Clerical skills, printing	Spanish	50
Community Tex.	Sewing machine operation, sewing machine repair, radio and television repair	Spanish	300
lgo Jobs for , Inc. , Tex.	Clerical, meat cutters, butchers, slaughterers, auto body repair, office machine repair	Spanish	220
men's Univer- Tex.	Emergency medical technicians	Spanish	20

Notes to Table 1

General: Numbers of programs in parentheses refer to programs funded under Part J of the Educational Amendments of 1974. Part J and other programs have separate totals. The inventory is restricted to the 50 States; therefore, a Part J program located in Guam is excluded. Column totals are not shown because certain data items are missing for some programs and multiple entries are allowed for some items. N/A - not available, DK - Don't know, NR - No response.

A. These are numbers of programs; some programs operate multiple projects and/or at multiple sites.

B. Geographic area coverage refers to the area from which trainees usually are drawn; most programs do not have residency or other geographic requirements for enrollment.

D. The sponsoring organization was often difficult to identify precisely. Therefore, multiple sponsors are sometimes counted. For example, if a CETA Prime Sponsor contracted with a community college for a bilingual Vocational training, the sponsors would be indicated as Government or Government Agency and Junior or Community College.

F. The Spanish-language group is subdivided into four origin groups: Mexican, Puerto Rican, Cuban, and South American. The row labeled "Multilingual" refers to programs with more than one language group served either through bilingual or multilingual instructors, translators or some combination of these.

G. Refers to type of English language competency for trainees that was expressed as a program goal. "Overall" English ability indicates that a program goal is to provide trainees with more than job-specific English skills.

H. The total number of trainees enrolled at a time is a roughly accurate figure for each program if all classes are operating. At a given time, however, some classes may be closed between cycles or sessions. Other classes are always open and students are free to enroll and leave as they wish.

I. The item "Both" refers to programs with vocational classes that are open-ended and others that have specific starting and/or ending dates.

J. The entrance requirements for English language proficiency vary greatly among the programs. English reading and/or speaking requirements of programs generally are minimal. Those programs such as health occupations which require State licensing, often recruit only students with some language proficiency. Even so, bilingual instruction may be necessary to clarify terminology.

K. Skills training is reported as in the trainees' native language only or as combination of the native language and English. Respondents were asked which language was used predominantly in the skills training, but the precise degree of use of each language is not known. In some programs, either English or the non-English language(s) may be predominant, depending on the skills being taught or the English capabilities of the trainees. In some programs, progress from primarily non-English instruction to using predominantly English as the students' comprehension improves.

N. The number of program staff is shown as a rough indicator of the distribution of program staff. Many respondents had difficulty in estimating program staff numbers, particularly when the program was a component of a larger one.

Table 1: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, By State

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex
A. Number of Programs Located	6	32(5)	2(2)	2	2	1	(2)	6	(1)	(1)	2	3(1)	8(6)	(1)	1	1	3	2	5(1)
B. Geographic Areas Covered																			
National													1						
Regional		(1)										1		(1)		1		1	3
State		1		2						(1)		1(1)							
Multi County		3(1)				1	(1)				2	1	2		1				2
Local	3	25(3)	2(2)		2		(1)	6	(1)				5(5)				2	1	(1)
Neighborhood		3															1		
C. Program Structure																			
Free Standing	2	2(1)	(1)	1			(1)	1					5(1)	(1)				1	1
Component	4	30(4)	2(1)	1	2	1	(1)	5	(1)		2	3(1)	3(3)		1	1	3	1	4(1)
D. Organization Sponsoring Program																			
Public School District	1	8(1)	(1)	1				1	(1)	(1)			1				3	1	1
State Dept. of Educ.	2									(1)									1
4 Yr. College		(1)					(1)					(1)	1	(1)					
Jr. or Comm. College	3	10(3)		1		1	(1)	3			2		2(2)						1(1)
Jr. or Comm. College District		4																	1
Public School																			
Ethnic Institute, etc.	1	2											2(1)		1			1	
Government or Government Agency		7	1(1)		2			4				1	1(1)		1			1	
Manpower Organization		1	1					1				1	1(1)						
Job Corps Center	1	1										1				1			2
R.O.P.[2]		10(1)																	
Other		1			2							1	3						

[1]Navajo program in Utah was located too late to be included in these tables, but is included in the inventory.

[2]Regional Occupational Program.

Bilingual Vocational Training Programs Reporting Selected Characteristics, By State

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
	6	32(5)	2(2)	2	2	1	(2)	6	(1)	(1)	2	3(1)	8(6)	(1)	1	1	3	2	5(1)	1	77(20)
													1								1
		(1)										1		(1)		1		1	3		6(2)
		1		2						(1)		1(1)									4(2)
		3(1)				1	(1)				2	1	2		1				2	1	13(2)
	3	25(3)	2(2)		2		(1)	6	(1)				5(5)				2	1	(1)		47(13)
		3															1				4
	2	2(1)	(1)	1			(1)	1					5(1)	(1)				1	1		13(5)
	4	30(4)	2(1)	1	2	1	(1)	5	(1)		2	3(1)	3(3)		1	1	3	1	4(1)	1	64(12)
	1	8(1)	(1)	1				1	(1)	(1)			1				3	1	1	1	18(4)
	2									(1)									1		3(1)
		(1)					(1)					(1)	1	(1)							1(4)
	3	10(3)		1		1	(1)	3			2		2(2)						1(1)		23(7)
		4																	1		5
	1	2											2(1)		1			1		1	8(1)
		7	1(1)		2			4				1	1(1)		1			1		1	19(2)
		1	1					1				1	1(1)								5(1)
	1	1										1				1			2		6
		10(1)																			10(1)
		1			2							1	3								7

ted too late to be
uded in the inventory.

Table 1: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, By State (Co

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex
E. Years of Bilingual Training Experience																			
1 or less		7(4)	(1)				(1)	2	(1)	(1)			2(3)	(1)			2	1	(1
2 - 3	1	6(1)			1		(1)	2				1	3				1		
4 - 5	1	4			1			2				(1)	1(1)		1				
6 - 7	2	1										2	1			1		1	2
8 - 9													1						
10 or more		3	1(1)	1															2
F. Language of Target Population																			
Spanish	6	29(5)	2(2)	2	2	1		5	(1)	(1)	2	2(1)	7(3)		1	1	3	1	5(1
Mexican	6	28(5)			2	1			(1)	(1)		2(1)	1		1	1		1	5(1
Puerto Rican		2(1)	1(1)		2			3		(1)			5(2)		1		3		
Cuban		4(2)	1	2	2				(1)				1(1)						
South American		3(2)		2									2(1)						
Filipino (Tagalog)		3(2)																	
Chinese		6(2)											1(2)						
American Indian												1	1	(1)				1	
Italian			1(1)										(1)						
Korean		3																	
French			(1)	1			(2)												
Vietnamese		5(1)	1(1)	1									1						
Portuguese		(1)						2											
Other		2(2)	1(1)	1									1						
Multilingual		9(4)	1(1)	1				1				1	2	(1)					

lingual Vocational Training Programs Reporting Selected Characteristics, By State (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
		7(4)	(1)				(1)	2	(1)	(1)			2(3)	(1)			2	1	(1)		14(13)
	1	6(1)			1		(1)	2				1	3				1				15(2)
	1	4			1			2				(1)	1(1)		1						10(2)
	2	1										2	1			1		1	2	1	11
													1								1
		3	1(1)	1															2		7(1)
	6	29(5)	2(2)	2	2	1		5	(1)	(1)	2	2(1)	7(3)		1	1	3	1	5(1)	1	70(14)
	6	28(5)			2	1			(1)	(1)		2(1)	1		1	1		1	5(1)	1	49(9)
		2(1)	1(1)		2			3		(1)			5(2)		1		3			1	18(5)
		4(2)	1	2	2				(1)				1(1)							1	11(4)
		3(2)		2									2(1)								7(3)
		3(2)																			3(2)
		6(2)											1(2)								7(4)
												1	1	(1)				1			3(1)
			1(1)										(1)								1(2)
		3																		1	4
			(1)	1			(2)														1(3)
		5(1)	1(1)	1									1							1	9(2)
		(1)						2													2(1)
		2(2)	1(1)	1									1								5(3)
		9(4)	1(1)	1				1				1	2	(1)						1	16(6)

Table 1: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, By State (

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.
G. English Language Goal for Trainees: Job-Specific Only or Overall English Ability																		
Job Specific English	3	11(1)	1	2	1			1	(1)			1(1)	2				1	2
Overall English Language Ability		16(4)	1(2)		1	1	(2)	5	(1)	(1)		1	5(4)	(1)	1	1	2	
N/A	3	5									2	1	1(1)					
H. Total Number of Trainees at a Time																		
1 - 10																		
11 - 20	4	5										1						1
21 - 30		2			1		(1)	3		(1)	1	(1)	1(1)					
31 - 40		1																
41 - 60		6(3)	(2)						(1)				2(1)					
61 - 100		5	1			1	(1)				1		3(3)					
101 - 150	1	1(1)	1					1					2(1)					
151 - 200		5														1		
201 - 300		4		1				2				1						
301 - 500	1	1										1						
501+				1														
Unknown or varies		2(1)			1									(1)	1		3	
I Open or Closed Entry/Exit Classes																		
Open	4	19(1)	2(2)	2	1	1				(1)		2	2			1	1	1
Closed	1	10(4)			1		(2)	4			2	1(1)	6(4)	(1)	1		2	1
Both	1	3						2	(1)				(1)					

ngual Vocational Training Programs Reporting Selected Characteristics, By State (Con.)

Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
3	11(1)	1	2	1			1	(1)			1(1)	2				1	2			25(3)
	16(4)	1(2)		1	1	(2)	5	(1)	(1)		1	5(4)	(1)	1	1	2		4(1)	1	39(16)
3	5									2	1	1(1)						1		13(1)
4	5										1						1			11
	2			1		(1)	3		(1)	1	(1)	1(1)								8(4)
	1																			1
	6(3)	(2)						(1)				2(1)								8(7)
	5	1			1	(1)				1		3(3)						2(1)	1	14(5)
1	1(1)	1					1					2(1)								6(2)
	5														1					6
	4		1				2				1							1		9
1	1										1									3
			1															1		2
	2(1)			1									(1)	1		3		1		8(2)
4	19(1)	2(2)	2	1	1				(1)		2	2			1	1	1	3	1	40(4)
1	10(4)			1		(2)	4			2	1(1)	6(4)	(1)	1		2	1	2		31(12)
1	3						2	(1)				(1)						(1)		6(3)

Table 1: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, By State

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.
J. English Language Entrance Requirement																		
Speak		1(1)	1										(1)		1			
Read		2																
Both		4(1)	1		1		(2)	3				1(1)	3(2)	(1)				
Neither	5	26(3)	(2)	2	1	1		3	(1)	(1)	2	2	5(2)			1	3	2
K. Skills Training Language																		
Non-English Language Only				2									1					
Predominantly Non-English	3	17(1)	(1)	2	1	1	(1)	2		(1)	2	2(1)	3(4)			1		1
Predominantly English	3	18(4)	2(2)		1		(2)	4	(1)			1	5(1)	(1)	1		3	1
L. Bilingual Instructive Mode																		
Bilingual Instructor	4	27(2)	1(2)	1	2		(1)	4	(1)		2	1(1)	8(4)	(1)	1	1	1	1
Translator		(2)						1									2	
Both		5(1)	1	1		1		1		(1)		2						1
M. Context of English Language Training																		
In Skills Class	2	12	2	1	1	1						2	2		1			2
Separate ESL	2	11(1)			1		(1)	4		(1)	2		4					
Both	2	8(4)	(2)	1			(1)	2	(1)			1(1)	2(4)	(1)		1	3	
Referral		2	2			1	(1)											

f Bilingual Vocational Training Programs Reporting Selected Characteristics, By State (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
		1(1)	1										(1)		1						3(2)
		2																	1		3
		4(1)	1		1		(2)	3				1(1)	3(2)	(1)					2		15(7)
	5	26(3)	(2)	2	1	1		3	(1)	(1)	2	2	5(2)			1	3	2	2(1)	1	55(10)
				2									1								3
	3	17(1)	(1)	2	1	1	(1)	2		(1)	2	2(1)	3(4)			1		1	3(1)		38(10)
	3	18(4)	2(2)		1		(2)	4	(1)			1	5(1)	(1)	1		3	1	2	1	42(11)
	4	27(2)	1(2)	1	2		(1)	4	(1)		2	1(1)	8(4)	(1)	1	1	1	1	3	1	58(12)
		(2)						1									2				3(2)
		5(1)	1	1		1		1		(1)		2						1	2(1)		14(3)
aining	2	12	2	1	1	1						2	2		1			2	2		28
	2	11(1)			1		(1)	4		(1)	2		4						(1)	1	25(4)
	2	8(4)	(2)	1			(1)	2	(1)			1(1)	2(4)	(1)		1	3		3		23(14)
		2	2			1	(1)														5(1)

Table 1: Number of Bilingual Vocational Training Programs Reporting Selected Characteristics, By State (C

Program Characteristic	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.
M. Number of Program Staff																		
1 - 5	3	14			2			3				1(1)	1(1)				3	2
6 - 10		8(2)	(2)			1	(1)	2	(1)	(1)			4(2)	(1)	1			
11 - 20		4(2)	1					1					3(1)					
21 - 50	1	(1)										1	(1)			1		
51 - 100		1																
101 - 200												1						
201 - 300				1														
301+																		
O. Programs Reporting SDE-Sponsored Staff Training																		
Yes	2	3				1						1	2		1			
No	1	17(4)	(2)	1	2		(2)	6	(1)	(1)		2(1)	6(3)	(1)		1	3	2
DK or NR	3	11(1)	1										(3)					

Bilingual Vocational Training Programs Reporting Selected Characteristics, By State (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
	3	14			2			3				1(1)	1(1)				3	2	2	1	32(2)
		8(2)	(2)			1	(1)	2	(1)	(1)			4(2)	(1)	1				(1)		16(1)
		4(2)	1					1					3(1)								9(3)
	1	(1)										1	( )			1					3(2)
	1	1																	1		3
												1									1
				1																	1
																			1		1
	2	3				1						1	2		1				3		13
	1	17(4)	(2)	1	2		(2)	3	(1)	(1)		2(1)	6(3)	(1)		1	3	2	2(1)	1	44(10)
	3	11(1)	1										(3)								15(4)

Notes to Table 2

Numbers of programs in parentheses refer to programs funded under Part J of the Educational Amendments of 1974. Part J and other programs are tallied separately. The inventory is restricted to the 50 States; therefore, a Part J program located in Guam is excluded because all territories were not surveyed.

All identifiable occupational areas for each program were included under the vocational offerings; therefore, the column totals exceed greatly the number of BVT programs.

Table 2: Distribution of Bilingual Vocational Training Programs, by State and Vocational Offering

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Te
I. Total Agricultural																			
Agricultural Mechanics		3																	
General Farmworking		5																	
Total		8																	
II. Total Distributive																			
General Merchandising											1	1	1(1)						
Retail Trade		2										1	1			1			1
Total		2									1	2	2(1)			1			1
III. Total Health																			
Dental Assistant		2(1)																	
Dental Lab Technician		(1)																	
Medical Lab Assistant		1																	
Practical (Vocational) Nurse	1	2																	
Nurses' Assistant (Aide)			1					1				1	1(1)			1			1
Radiologic Technology		(1)																	
Medical Assistant	1	3										1					1		
Health Aide	1	1					(2)						(1)	(1)					
Ambulance Attendant																		1	
Other	1	1						1											
Total	4	10(3)	1	1			(2)	2				2	1(2)	(1)		1	1	1	1

ribution of Bilingual Vocational Training Programs, by State and Vocational Offering

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
		3																			3
		5																			5
		8																			8
											1	1	1(1)								3(1)
		2										1	1			1			1		6
		2									1	2	2(1)			1			1		9(1)
		2(1)																			2(1)
		(1)																			(1)
		1																			1
	1	2																			3
			1	1				1				1	1(1)			1			1		7(1)
		(1)																			(1)
	1	3										1					1				6
	1	1					(2)						(1)	(1)							2(4)
																		1			1
	1	1						1													3
	4	10(3)	1	1			(2)	2				2	1(2)	(1)		1	1	1	1		25(8)

Table 2: Distribution of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.)

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex
IV. Total Office Occupations																			
Bookkeeper - Accounting Aide	1	(2)		1							1		3(2)						1
Cashier		1		1															
Teller		2																	
Business, Data Processing	1	(2)		2							1						1		1
Filing, Office Machines, and General Office Clerical	4	15(2)	1(2)					4				3(1)	2(2)		1	1			3
Communication Systems - Clerks and Operators													1						
Receptionists and Information Clerks		3											1						
Stenographic, Secretary and Related	1	3	1		1			1	(1)				1(1)						1
Secretarial and Specialty Secretary		1		2				2				(1)	1						
Typing and Related (Keypunch)	1	2(1)										2	(2)			1			1
Clerk-Typists and Typists		3(2)	1		1			1					1						
Total	8	30(9)	3(2)	6	2			8	(1)			5(2)	10(7)		1	2	1		7
V. Total Occup. Prep., Home Ec, Care and Guidance of Children		(1)		2															

ion of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
	1	(4)		1							1		3(2)						1		7(4)
		1		1																	2
		2																			2
		(2)		2							1						1		1		6(2)
	4	15(2)	1(2)					4				3(1)	2(2)		1	1			3		34(7)
													1								1
		3											1								4
	1	3	1		1			1	(1)				1(1)						1	1	10(2)
		1		2				2				(1)	1								6(1)
	1	2(1)										2	(2)			1			1		7(3)
		3(2)	1		1			1					1								7(2)
	8	30(9)	3(2)	6				8	(1)			5(2)	10(7)		1	2	1		7	1	84(21)
		(1)		2																	2(1)

Table 2: Distribution of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Te
VI. Total Technical																			
Automotive Technology		1(1)				1													
Electronics Technology	2	4																	
Industrial Technology		1																	
Engineering and Related		(1)		1															
Air Pollution Technology		1																	
Lens Grinding																			(
Total	2	7(2)		1		1													(
VII. Total Trade and Industry																			
Appliance and Air Conditioning Repair		2		2				1											(
Body and Fender		4											(1)						1
Mechanics	3	9	1(1)	1	1				(1)				2(2)						3
Blueprint Reading		1																	
Business Machine Maint.		(1)		1															
Construction and Maint.		2	1					2					(1)				1		(
Carpentry	1	1				1		1					(1)			1			3
Heavy Equipment		1																	1
Masonry																1			2
Painting and Decorating	1															1			
Plastering	1																		
Roofing																	1		
Diesel Mechanic	1																		1
Drafting Occupations	1	3(1)																	
Radio/Television		2																	(1
Electrical Occupations			1			1							(2)						

tion of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
																					2(1)
		1(1)				1															6
	2	4																			1
		1																			1(1)
		(1)		1																	1
		1																	(1)		(1)
																			(1)		11(3)
	2	7(2)		1		1															
ng		2		2				1											(1)		5(1)
		4											(1)						1		5(1)
	3	9	1(1)	1	1				(1)				2(2)						3		20(4)
		1																			1
		(1)		1																	1(1)
		2	1					2					(1)				1		(1)		6(2)
	1	1				1		1					(1)			1			3		8(1)
		1																	1		2
	2															1			2		5
	1															1					2
	1																				1
																	1				1
	1																		1		2
	1	3(1)																	(1)		4(1)
		2																			2(1)
			1			1							(2)								2(2)

Table 2: Distribution of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.

Vocational Offerings	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Te
VII. (Cont'd)																			
Total Trade and Industry																			
Laundry and Dry Cleaning		1															1		
Graphic Arts/Printing		2						1					(1)						1
Maritime Occupations		1		1															
Metalworking Occupations		(1)						1									1		
Machine Shop	1	4	2(1)					3	(1)				1		1		1		1
Sheet Metal																			1
Welding and Cutting		7		1		1		2										1	2
Costmetology		1(1)										1	1(1)			1	1		1
Personal Services		1											1(1)						
Quantity Food Occupations		2	(1)					1					1(1)				1	1	
Small Engine Repair		2						1											
Textile, Clothing Design and Production	3	3		2								1	3				2	1	
Upholstering		2		1															1
Woodworking		(1)										1							
Decorative Metalwork		1										1							
Leather Working												1							
Other		3	1					2					1(1)			1			
Total	14	55(5)	6(3)	9	1	3		15	(2)			5	10(2)		1	5	9	3	18
VIII. Instructional Aides		5(2)											1						
IX. Complete Vocational Offering		2															1		

ution of Bilingual Vocational Training Programs, by State and Vocational Offering (Con.)

	Ariz.	Calif.	Conn.	Fla.	Ill.	Iowa	Maine	Mass.	Mich.	Minn.	N.J.	N.Mex.	N.Y.	N.Dak.	Ohio	Okla.	Pa.	S.Dak.	Tex.	Va.	Total
		1															1				2
		2						1					(1)						1		4(1)
		1		1																	2
		(1)						1									1				2(1)
	1	4	2(1)					3	(1)				1		1		1		1		14(2)
																			1		1
		7		1		1		2										1	2		14
		1(1)										1	1(1)			1	1		1		6(2)
		1											1(1)								2(1)
		2	(1)					1					1(1)				1	1			6(2)
		2						1													3
nd	3	3		2								1	3				2	1	(1)		15(1)
		2		1															1		4
		(1)										1									1(1)
		1										1									2
												1									1
		3	1					2					1(1)			1					8(1)
	14	55(5)	6(3)	9	1	3		15	(2)			5	10(2)		1	5	9	3	18(4)		154(26)
		5(2)											1								6(2)
		2															1				3